

Alignment Through Incentive

Formalized Workshops for Concurrent Enrollment Instructors

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History

- LCCC Concurrent Enrollment Programs
- English CE: combination of seasoned and new faculty
- English as a discipline
 - Composition Theory
 - Graduate coursework in composition, writing pedagogy

NACEP Curriculum Requirements

Curriculum 1 (C1)	Courses administered through a CEP are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 2 (C2)	College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
Curriculum 3 (C3)	Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

NACEP. (2012). *Concurrent Enrollment Partnership Standards*. Retrieved from nacep.org/docs/standards

Shifting Content and Assessment

Focus on expository writing

- Genre-based, research-centered, rhetorical analysis, information literacy, drafting
- Research and argumentation, comparison, process analysis, summary and response

Strengthening skill and transference through assessment

- Writing as a process, feedback and revision, patience and thought development
- Annotated bibliographies, research paper, ethnographic projects, peer feedback

Instructor Concerns

Course Content

Curriculum

Assessment

Collaboration



Instructor Concerns: Course Content

- It would be so helpful if a syllabus template could be designed in order for us all to be on the same page. That way there wouldn't be confusion and stress
- Having concrete objectives from the college would help reduce some of the challenges, ensuring all schools were providing the same rigorous expectations
- I don't think administrators understand all of the components in a concurrent class
- Common Core Standards in the 12th grade are based on European Literature. Getting in all of the content is difficult

Instructor Concerns: Curriculum & Assessment

- Grade norming would be extremely beneficial to make sure we were all on the same page
- Ideas for activities to keep students motivated while researching would be great
- I would like to look for materials that supplement/enhance what we're doing in class
- Although I am a literature “nut” our students should be reading more than literary works
- I would like help with teaching argumentation
- I taught 6th grade language arts, then reading intervention, now upper level HS English. I think I am currently in a transition process...

Instructor Concerns: Collaboration

- I have received very little partnership/collaboration. I got a skeletal syllabus, but nothing really that showed any nuts and bolts of the class
- I think sometimes we feel like we are teaching in a bubble without any outside help

Professional Development

Course Considerations

- Incentive
- Time/Duration
- Expense

Course Construction

- Structure
- Outcomes
- Activities

Incentive

- Content: Specific & Relevant
- Collaboration
- Continuing Education Credit
- Stipends & Books
- Syllabus
- Workshop Structure
- UW Special Topics:Education
- Adjunct Rate/hr., Publishers

EDCI 5959

Topics in Composition: English Composition Redesign

COURSE DESCRIPTION: Throughout this course, students develop and align curricula with course competencies; generate effective and engaging assessments; and create a variety of daily, weekly, and unit-sized assignments that satisfy corresponding course competencies. This course is an S/U course.

ASSIGNMENTS AND ASSESMENT: This course is designed to function as a workshop. Since participants hold significant expertise and knowledge in the fields of composition/rhetoric, expository writing, and pedagogy, the goals of this course are to generate, through collaboration and shared expertise, a number of interchangeable units, assessments, and lesson plans that fulfill English 1010 competencies and NACEP accreditation standards. Participants will also contribute resulting work to an online cache for future use.

Time

- Block schedule
- Multiple meetings
- Hybrid course structure
 - Scheduling flexibility
 - Course created for future use



Course Outcomes

Analyze composition theory
and relate to curriculum

Develop expository-based lesson
plans and assessments

Align curricula with English 1010
competencies

Analyze timely and relevant composition theory

- Genre theory, texts, audience, critical reading
- Online discussion forums & in-class discussions

Develop expository-based lesson plans & assessments

- Rhetorical analysis and foundational essays
- Research essay: information literacy and argument
- Workshop: foundational & research/argument units
- Workshop: time-saving tips for commenting on papers
- Creative representations and other sanity savers

Align Curricula

- Peer feedback reports
- Workshop: grade norming

EDCI 5959 Results

- Aligned Curricula
- Collaboration
- Disciplinary Professional Development
- Future Opportunities

- A1: Concurrent Enrollment students are held to the same standards of achievement as those expected of college level students on-campus
- A2: The college ensures that Concurrent Enrollment Program students are held to the same grading standards as those expected of student in on-campus sections
- A3: Concurrent Enrollment Program students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on-campus sections

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EDCI 5959 Results

- Aligned Curricula
 - Collaboration
 - Disciplinary Professional Development
 - Future Opportunities
- C2: College courses administered through the Concurrent Enrollment Program should reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college departments
 - C3: Faculty site visits ensure that college courses offered through the Concurrent Enrollment Program are the same as the courses offered on campus

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EDCI 5959 Results

- Aligned Curricula
 - Collaboration
 - Disciplinary Professional Development
 - Future Opportunities
- F2: The college provides new Concurrent Enrollment Instructors with discipline-specific training and orientation regarding course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course
 - F3: The Concurrent Enrollment Program provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The Concurrent Enrollment Program ensures that the Concurrent Enrollment instructors participate in this

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Instructor Feedback



Feedback: Course Content

- The benefits are knowing the expectations. I thought 1010 was a blend of European literature and expository writing, so it had been a difficult task
- I feel that the benefits include being prepared for a course I have never taught
- I feel prepared to construct a syllabus for my courses, and that my students will become stronger writers through the processes and projects I have presented
- Strengthening student understanding of genre and audience was an insight for me

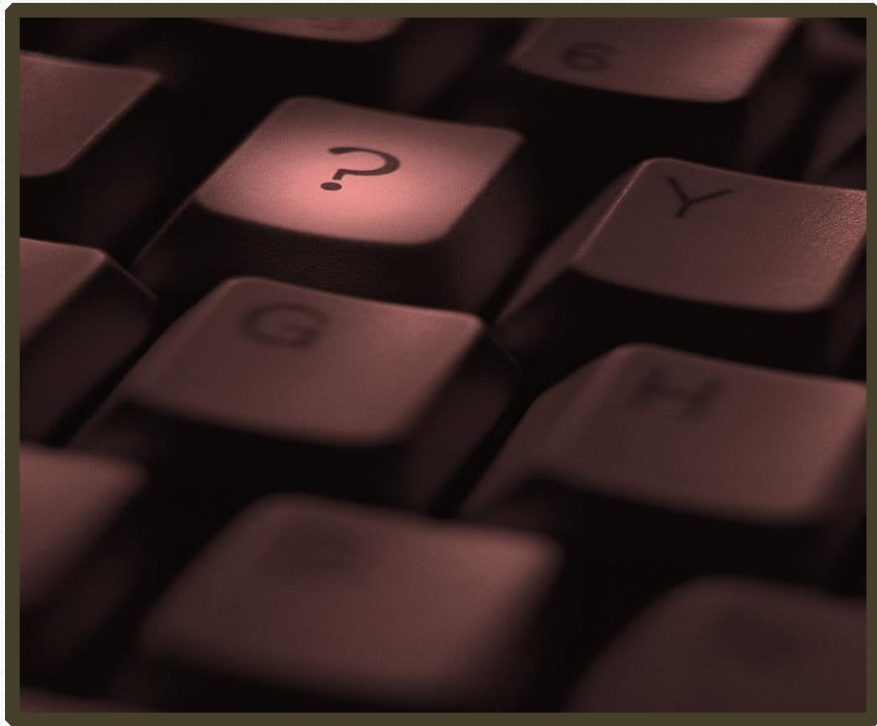
Feedback: Curriculum & Assessment

- Genre was always a bit of a mystery to me because I never had to define it or consider it
- I realized everyone faces the same challenges in the classroom
- I will spend more time on foundational work I've sometimes assumed my students would know
- Examining the reasons for certain activities gave me a sense of overall purpose
- I have taken other writing classes; however, they were designed to fit within the context of the literature classes, not composition
- This class has completely inspired me to re-evaluate my lessons and the scaffolding I use in units
- I really had to be aware of what I was asking my students to do. I had to think deeper about my expectations. I had to be an inquirer like I ask my students to be

Feedback: Collaboration

- This was a way of coming to consensus, shaping our roles as educators and colleagues
- Teachers don't always have a venue to share thoughts and lessons with others. This was a great venue to open up and share
- I am so thankful that my first year teaching 1010 will be with the backing and the interesting ideas of people that are more experienced than I
- The information I received from collaborating with others will improve my teaching of the class. The benefits were simply sharing information and ideas for writing
- The feedback really made me think about my units of study. It was a great way to highlight the weaknesses I need to work on and get validation on the things I was doing right
- Giving feedback also opened my eyes on things I may need to tweak in my own units

Questions and Comments



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