

Alignment Through Incentive
Formalized Workshops for Concurrent Enrollment Instructors
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In June 2013, LCCC offered a University of Wyoming continuing education course, EDCI 5959: Topics in Composition: English Composition Redesign. This course was specifically for our cohort of Concurrent Enrollment faculty in LCSD #1 and 2, and was an opportunity to work together and align curricula, share ideas, generate lesson plans and assignments, read and discuss current theories of composition and complete other general preparation for the 2013-2014 school year. This course offered a number of incentives to CE instructors:

- It is accepted as graduate credit in English at LCCC
- Participating faculty received a stipend and a waiver for the cost of the course
- Instructor copies of the standardized composition text were purchased for instructors

Most importantly, it gave us an opportunity to dedicate time toward the ENGL 1010 curriculum and create the best possible course for our students. The hybrid course was 2.5 weeks in length and created opportunities for both in-person and online discussion and collaboration.

Some feedback from the course follows here:

The important part is that discussion was taking place. Getting all our ideas out and allowing others to steal was great. I feel that teachers don't always have a venue to share thoughts and lessons with others. This was a great venue to open up and share.

This was a very empowering class for me. I think sometimes we feel like we are teaching in a bubble without any outside help. This class brought all of us together to share ideas and concerns to make the class stronger and better aligned with the college. This closer alignment is something I strive for in my class.

I really had to be aware of what I was asking my students to do. I had to think deeper about my expectations and the extent of what I was asking the students to accomplish. I had to be an inquirer like I ask my students to be.

I realized everyone faces the same challenges in the classroom and that I should spend more time on foundational work I have sometimes assumed my students would know. Being a student made me very aware of coursework vocabulary, reading levels of homework, and the stress of deadlines. I found it very helpful to have charts, reminders, dropbox lists, etc. I would like to do the same for my students.

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. Wording or instructions that may need to be clarified.

This class has completely inspired me to re-evaluate my lessons and the scaffolding I use in units. It has given me ideas on how to break down the larger units and how to create small pieces that get to the bigger writing. I am really excited to take some time and use what I learned to plan for the school year.

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English 1010 Course Competencies, Assessments and Course Content

Course Competencies: upon completion of this course, successful students will	Assessments: the course competencies will be measured by one or more of the following assessments:
1. Conduct college-level research and apply in writing assignments.	research essay, annotated bibliography, compare and contrast essay, cause and effect essay, process analysis essay, division and classification essay, definition essay, evaluation essay, example and illustration essay, argumentation essay, proposal or call to action essay, problem and solution essay, summary and response essay
2. Apply knowledge of audience, purpose, and genre in writing assignments.	rhetorical analysis assignments, pre-writing assignments, reflection assignments, timed writing essays, topic proposal, research essay, annotated bibliography, compare and contrast essay, cause and effect essay, process analysis essay, division and classification essay, definition essay, evaluation essay, example and illustration essay, argumentation essay, proposal or call to action essay, problem and solution essay, summary and response essay
3. Write expository essays with logically organized claims and evidence.	research essay, compare and contrast essay, cause and effect essay, process analysis essay, division and classification essay, definition essay, evaluation essay, example and illustration essay, argumentation essay, proposal or call to action essay, problem and solution essay, summary and response essay
4. Apply standardized conventions of English grammar and MLA formatting	formal, polished writing assignments

COURSE CONTENT: additional course requirements

To be conveyed to students through course syllabus and/or course schedule

1. Conduct research including database resources and other scholarly sources
2. Practice critical reading by analyzing audience, purpose, and genre in texts.
3. Write a variety of essay types, including a timed essay
4. Write 6-8 expository essays that employ all stages of the writing process