Teaching the New English Co-Requisite Course

A Reference for Faculty Preparing to Teach ENG 1010/0910

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Contents

Introduction:

This handbook was composed to assist instructors at CT State Community College who are preparing to teach the co-requisite composition course 1010/0910. The course was developed in response to the ACME policy which phases out developmental education courses, replacing those with a new co-requisite model, explained within this document.

Faculty at CT State contributed their knowledge and provided sample assignments of best practices in teaching co-requisite English courses so far. Each of the contributing faculty members has experience teaching English, developmental reading and writing, and various deliveries of co-requisite courses.

This document begins with some background on ACME and the development of the co-requisite support model in place of a developmental pre-requisite structure, provides a description of the phase-in plan for enrollment in the new co-requisite course, and offers recommendations around professional development and pedagogical best practices, as well as sample lessons and syllabi. We hope the handbook serves as a reference as you plan, develop, and revise your co-requisite classes.

What is ACME?

As defined by the Board of Regents, the Alignment and Completion of Math and English (ACME) is a CT State Community College policy with the goal to maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment.

The ACME Policy (abridged): See below for link to full policy

I. **Goal:** To design and scale practices that maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment through:

a. Faculty leading the design of a curriculum that places students directly into gateway, college-level, transferable mathematics and English courses with corequisite supports as needed rather than into prerequisite developmental sequences

b. Faculty leading the design of placement processes to more accurately identify student corequisite support needs in gateway, college-level, transferable mathematics and English courses

c. Expanding practices that will eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.

II. **Equity Statement**: This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, recognize and address implicit bias, and promote equitable course completion. All components of the policy and its implementation will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the Board of Regents twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.

III. **Guided Pathways Context**: The policy should be viewed within the context of the full set of Guided Pathways reforms that are being built into Connecticut State Community College, such as removing barriers to admission by eliminating the application fee and improving student supports by implementing holistic case management advising. Colleges across the country are implementing similar reforms with dramatic success in improving student retention and completion and reducing equity gaps in attainment when those reforms are adopted, not in isolation, but in combination and at scale as a comprehensive package affecting all aspects of the student experience.

IV. **Policy Premises**: Research shows that traditional prerequisite courses hinder students' progress and raise, rather than lower, barriers to gateway, college-level, transferable course completion. Therefore, increasing numbers of institutions are transitioning from a prerequisite paradigm of remediation to a default approach of placing students directly into credit-bearing courses with enhanced and integrated support. Research also shows that for all student cohorts, a higher percentage of students complete gateway, college-level, transferable mathematics and English with an additional support design than with a sequenced developmental design. Increases in completion of first-year, college-level mathematics courses are linked both to a model that pairs college-level courses with support and to the implementation of mathematics pathways – requiring students to complete mathematics courses that are appropriate for their programs of study. For programs that do not require a Calculus track, intermediate algebra is no longer a required prerequisite in order for the college-level mathematics courses to be accepted and applied at four-year schools to which students transfer.

Transfer is based on the learning outcomes of the college-level courses, and not on prerequisite requirements.

The full BOR Policy on ACME can be found here:
https://www.ct.edu/files/policies/1.22%20ACME%20Policy.pdf

The ENG 1010/0910 Corequisite Course

A. What is the 1010/0910 Course?

The ENG 1010/0910 is the new, cohort-based co-requisite course which was developed in response to the ACME policy. ENG 1010: Composition satisfies the Written Communication I General Education requirement. ENG 0910: Composition Workshop is the linked support course for ENG 1010 and does not satisfy additional General Education credit. Students who place into this course take the ENG1010 followed by ENG 0910.

B. 0910 Course Description:

This is a linked section for students enrolled in ENG 1010. During the phase-in, students will be placed into the co-requisite course based upon directed placement methods **(see Placement).** After the phase-in period, students will choose the 0910 using guided self-placement. In this workshop, students will receive additional instruction in support of English 1010 outcomes, specifically critical reading, thinking, and writing; crafting logical arguments; using language effectively; and engaging credible, college-level sources.

C. Course Outcomes:

Upon successful completion of this course and in alignment with English 1010 student learning outcomes, students will be able to:

1. Apply critical reading strategies for understanding, analyzing, and interpreting texts
2. Apply writing strategies for developing thesis-driven essays with textual support
3. Apply language and documentation conventions consistently
4. Apply affective skills that support the reading and writing processes
5. Develop independent reading, writing, and revising processes

Attendance, Participation, & Grading

Attendance:

Since CT State is not an attendance-taking institution, faculty cannot penalize students for non-attendance. However, if a student fails, faculty will need to document the student's last date of attendance when entering final grades and so they should keep a record of attendance. Noting number of absences can help in providing students with wrap-around services, for instance, through the alert system, for those whose absences (and thus lack of participation and work) have become noteworthy and have affected the student's ability to succeed. Although points cannot be subtracted for non-

attendance, faculty can incentivize regular attendance by offering assessments which require student participation and engagement.

What Constitutes Participation/Academic Engagement? The Grading, Notations, and Academic Engagement policy requires faculty to capture student engagement (or lack of engagement) and shall be used to meet the standards of determining Title IV eligibility for financial aid students.

Examples of participation/academic engagement include the following:

- Attending asynchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an assessment or an exam.
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction.
- Participating in a study group, group project, or an online discussion that is assigned by the institution.
- Interacting with an instructor about academic matters.

The Role of Faculty

CT Community College Faculty/ Instructors will determine whether academic engagement has occurred. To report whether your students have academically engaged in your class please use the following two notations:

H – the student meets the criteria required and engaged in class. You have documentation recording the student's engagement.

NP - the student did not engage and is not participating in class activities as listed in the criteria above.

NP Notations in English 1010/0910

- Students who attend ENG 0910 but don't attend ENG 1010 should receive an NP for both sections. Since the workshop supports the 1010 class, there is no value to the student remaining in the 0910 section alone.
- Students who attend ENG 1010 but don't attend ENG 0910 should receive an NP for ENG 0910. This is for financial aid legal reasons.

With faculty permission, students can be reenrolled if they have been dropped from 0910/1010 for non-participation. Procedures may vary by campus.

Grading:

The ENG 1010 grading policy is consistent with the one college catalog.

The grading policy for ENG 0910 is P – pass, F-fail, or MP-making progress. A student who participates regularly and completes and submits the required work but still needs more time to achieve the learning outcomes should be given an MP. A student who does not participate regularly, does not complete the required work, and does not meet the learning outcomes, should be given an F. Determining the MP versus F comes down to student effort, participation, completion/submission of work, and meeting learning outcomes.

At the end of the semester, there are three grading scenarios:

1. ***Students who pass ENG 1010 and participate in 0910*** will receive a letter grade in 1010 and a P in 0910. This means that the students have earned a "C" or higher in ENG 1010.

2. Students who do not pass ENG 1010 but participate in ENG 0910 will receive a grade of MP in 0910. This means that students have earned a "C-" or lower in ENG 1010.

3. Students who pass ENG 1010 but do not participate in ENG 0910 will receive an "F" in 0910. Ideally these students have been dropped for NP or encouraged to withdraw.

4. ***Students who do not pass ENG1010 and do not participate in ENG 0910 receive "F" in English 0910. This means students have earned a C- or lower in ENG 1010.***

Course Attempts:

A course may be attempted twice but not a third time without advisement. The highest grade received will be used in calculating the student's academic average. This policy does not apply to those courses that are designed to be repeated for additional credit.

The ACME Embedded Tutor Model and Best Practices

ACME recommends the placement of embedded professional tutors in all English 0910 courses with course caps of 18. Embedded tutors support students with diverse writing skills and experiences, helping them meet the objectives for college-level composition. In ENG 0910 courses, faculty and professional tutors collaborate to provide individualized writing support and a classroom culture that is explicitly connected to the Academic Support Center.

Embedded tutors can be an integral component for student success. They attend all corequisite sections, allowing them to become familiar to students, build community, and be in conversation with faculty to better respond to student questions and support their writing. Further, faculty and embedded tutors collaborate on in-class writing support for students. Tutors are not expected to build lesson plans, lead class discussions, be a primary contact for students, create assignments, or evaluate/grade students.

What is embedded tutoring?

Faculty and professional tutors collaborate to provide individualized writing support and a classroom culture that is explicitly connected to the Academic Support Center. Faculty and embedded tutors collaborate on in-class writing support for students in a workshop setting. Tutors build a connection with students, which can increase student use of support structures outside of the classroom. In addition, embedded tutoring offers students who cannot get to the ASC or writing lab outside of class time additional one-on-one help and support throughout the semester.

Embedded tutoring for faculty:

- Embedded tutoring offers an opportunity to collaborate between the faculty, the tutor, and the local ASC. The tutor is an educated colleague who works under supervision of the ASC director or tutoring lab coordinator.
- Under the guidance of the faculty, embedded tutoring helps students succeed and persist so that more students can get individualized help and personalized feedback during the workshop.
- Having an embedded tutor allows more opportunities for differentiated activities. The faculty or the tutor can work with students ready to advance their writing assignments or work with students who need extra support or clarification. Review the best practices guidance and reflect on how the tutor should participate during lectures or discussion and if the tutor should present any mini lessons.
- Utilize meetings with the tutor to work on consistent messaging of skills and course materials.
- Through record keeping and meetings with the tutor, the faculty have an opportunity to get feedback on course materials or assignment schedules.

Embedded tutoring for professional tutors:

- Working as an embedded tutor offers an opportunity for tutors to build a professional relationship with faculty, develop relationships with students throughout a semester, and develop new skill sets. For those who may want to teach, embedded tutors observe classroom practices.
- Faculty can offer real-time feedback on tutor interaction with students, and tutors can offer feedback on course materials.
- Working in the classroom setting with the faculty allows for opportunities for differentiated activities. Tutors should be prepared to offer extra support to students who need clarification and should be ready to help students advance their writing assignments.
- Tutors can use the beginning of the semester to familiarize themselves with faculty expectations, course materials, and reading assignments.
- Embedded tutors keep brief notes about which students they worked with and what they covered. This would apply to sessions that are approximately 5 or more minutes, for example, not quick Q&A. (Record keeping format or software will be determined by local ASC.)
- Utilize meetings with the faculty to work on consistent messaging of skills and course materials.
- Prior to meeting faculty, reflect on comfort level in the classroom on areas such as, where to sit, participating during lectures or discussions, acting as an example during explanations, etc.

Reminder that tutors should <u>not</u>:

- Be responsible for grading, taking attendance, or maintaining the course materials.
- Assess or mark rubrics, or offer opinions on what grades could be.
- Act as substitute in absence of an instructor.

Use the following checklists to ensure clear expectations between faculty and tutor and to help build a working relationship.

Checklist for faculty:

- ☐ Review local campus tutoring philosophy, and if available, tutor training materials.
- ☐ Collaborate with ASC director or lab coordinator to ensure staffing and scheduling align with course schedule and student needs.
- ☐ Provide a copy of the text and/or supplemental readings and handouts, syllabus, and roster. A best practice is also to have a weekly calendar distinguish ENG 1010 and ENG 0910 activities.
- ☐ Have the tutor added to Blackboard as Tutor Nongrading
- ☐ Add the tutor to a class email list.
- ☐ Schedule time to meet prior to or at the beginning of the semester. (Meeting times depend on tutor contracts and availability, which vary at each campus.)
- ☐ Introduce the tutor to students on the first day of class and explain the role to the students.
- ☐ Decide what type of regular meetings you would like with the tutor: weekly, after a class session, during office hours, or during class time while students work. (Depends upon tutor availability outside of workshop time.)
- ☐ Share expectations about participation during lectures or discussion and if you would like the tutor to present any workshops/mini lessons.

Checklist for the tutor:

- ☐ Get a copy of the text and/or supplemental readings and handouts.
- ☐ Know where the course materials are located.
- ☐ Review the syllabus and course materials prior to the start of the semester.
- ☐ Use the roster to help learn student names.
- ☐ Become familiar with the available tutoring software for record keeping so that you can make quick notes about who you worked with and what you covered. (This would apply to sessions that are approximately 5 or more minutes, for example.)
- ☐ Share comfort level for type of in class participation during lectures or if you would like to present any workshops/mini lessons with the faculty.
- ☐ Communicate with supervisor if something challenging happens with a faculty member.

Specific strategies for classroom time:

- **Plan ahead and create student groups:** After any whole-group activities or lctures, there is an opportunity to divide the classroom activity to better meet individual student needs. For instance, most students could be drafting (the “anchor activity”), while one group of 2-5 meets with a tutor for support on a particular issue that has been challenging (e.g. transitions, embedding quotations, thesis statement, etc.). Simultaneously, another group of 2-5 meets with the professor for focused support on another issue, or faculty meet one-on-one with students around the room as they draft. After this 10-15 minute group breakout, the students could return to the main task, or what we refer to as an "anchor activity." The benefit of this approach

is that many students struggle with the same issue, which a tutor could efficiently cover once in a small group setting, encouraging the students to think and learn together.
    - When the tutor demonstrates a strategy, skill, or runs a workshop, students are better able to see tutors as experts and a resource in the classroom.
- **Plan for one-on-one student tutoring sessions while the class completes an anchor activity**: Creating a schedule with 20 minute tutoring blocks during class time ensures that each student receives individualized feedback and attention (4:00-4:20 John, 4:20 - 4:40 Raquel, 4:40 - 5:00 Samantha). The students meet with the tutor within that specific timeframe, in an unobtrusive section of the room. Selecting which students for tutoring, as well as the time duration (15 mins vs. 20 vs. 30) may vary depending on the current writing assignment. Tutoring sessions may review key ideas or skills practices in class, support student brainstorming or drafting, and generally ensures access to a tutor for those students unable to follow up with a visit to the Academic Support Center. The scheduled time is needed to set limits and model the kind of session that would occur at the ASC.
- **Include tutors during lecture times**: Consider how tutors might model discussion points, note taking, questions, etc. Some tutors mention that they will add to the discussion if they see that students are being resistant/silent or outright rude (e.g. texting), or are not engaging in academic behavior (e.g. not taking any notes). Faculty should discuss this option with embedded tutors to clarify expectations during lectures or discussion.
    - Engaging an embedded tutor for an entire class, not just workshop, can improve their understanding of the coursework and expectations.
- **Use embedded tutors for think-pair-share activities:** When students discuss in pairs or in small groups, the tutor and the professor could visit between groups, prompting deeper thinking, before the whole group shares their thoughts. Small group tasks during class time can be beneficial because the tutor can visit with a group for 5 minutes, offer an entry point into the task, move on to another group, repeat, and then make the rounds again. This creates accountability and helps many students stay on task.

Specific Strategies for Asynchronous Online Classes:

- **Integrate the tutor into the online environment:** The course shell has a dedicated folder for tutoring that details how to access services on campus and virtually. There are also lab or tutoring center hours, and an about me section on the tutor. The tutor is added to the Blackboard course as Tutor Nograding so they have access to course materials, assignments, messages, and Collaborate.
- **Regularly remind students about resources and office hours:** Announcements and weekly notes remind students about the embedded tutor and opportunities for extra help. The tutor can have a dedicated “office hour” for the class and meet on the platform chosen by the instructor or tutor (e.g., Teams, Collaborate, or Webex), or in person.
- **Build in required tutoring appointments:** Consider required tutor appointments that cover major skills during the semester, such as annotation/reading strategies, essay brainstorming, and feedback on a full essay draft. After the appointments, students can answer graded reflection questions about their experience. The benefit of requiring the appointments is that after the initial one, students reach out to the tutor for extra help as often as they need. (Exceptions can be made if tutoring does not work with the student’s schedule.)

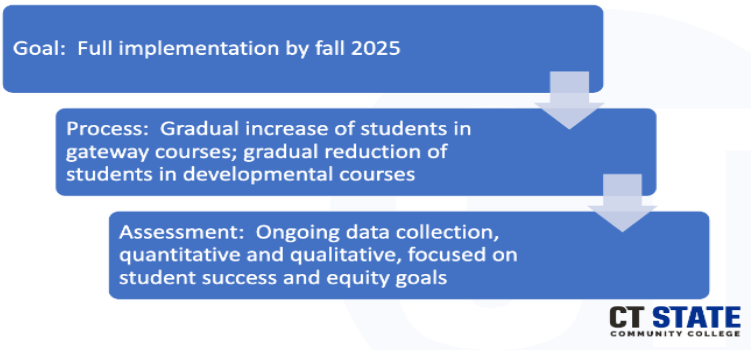
Specific Strategies for LRON Classes

- Meet with the tutor, preferably a few weeks before the start of the semester, and establish a preferred mode of communication.
- Set up a tutoring channel in Teams (or in the online platform you are using).
- When meeting with the tutor prior to the start of class, show the tutor around in Teams (or the online platform you are using), and show the tutor how to utilize the tutoring channel, if needed.
- Share syllabus, roster, and major assignments with tutor.
- Set up a schedule for students visiting the tutor each week and share the schedule with the tutor each week.
- Meet with the tutor periodically to discuss specific students and their progress.
- Make sure to inform the students of the protocol you are going to follow for the schedule and the meeting times with the tutor.
- Formally introduce the tutor to the students.

Phase-in Plan for Co-requisite Course:

Academic Year 2023-2024

Because the ACME policy shifts remediation from a prerequisite to a corequisite model, the intentions of this policy are that the corequisite support will replace developmental courses. In all placement cases, students can self-advocate for the placement that they feel best befits their readiness for gateway English. Beginning in the fall, students who receive a "C" or better in ENG 0930 or 0960 will place directly into ENG1010 for spring 2024 unless they choose to take ENG 1010/0910.



CT State Placement 2023- 2024

ACME English Approved Multiple Measures

Placement into Levels of Support: The ACME policy removes arbitrary barriers to students enrolling directly into gateway, college-level, transferable English courses. The goal of placement is to accurately assess the level of supports necessary to help students complete their gateway, college-level, transferable English courses.

During the Directed Placement process for the 2023-24 academic year, students should be directed into appropriate English courses based on the following multiple measures. As the policy indicates, GPA is always the first measure, and the ones that follow should be considered in the order they are provided below. If none of this data is available, default placement should be ENG 1010/0910.

2023-24 GPA Scores

Course Level	GPA Ranges
ENG 1010	≥ 2.8
ENG 1010/0910	2.3-2.79
ENG 0930	2.0-2.29
ENG 0960	≤1.99

SAT Evidence Based Reading and Writing

Course Level	Score Ranges
ENG 1010	≥480
ENG 1010/0910	≥ 420
ENG 0930	≥360-419
ENG 0960	<360

ACT

Based on page three for SAT EBRW and ACT English + Reading equivalencies.
https://www.bestcolleges.com/test-prep/act/act-sat-conversion/

Course Level	Score Ranges
ENG 1010	≥34
ENG 1010/0910	≥ 28
ENG 0930	≥23-27
ENG 0960	<22

Next Generation Reading Accuplacer

Based on the Accuplacer Skills Chart. Accuplacer will no longer be administered, so this will be used for students who had these scores in the past. If only Reading/Writing combined scores are available, advisors should use the available data to make an equitable placement if a student has no other multiple measures. https://accuplacer.collegeboard.org/accuplacer/pdf/consolidated-skills-insight-statements.pdf

Course Level	Score Ranges
ENG 1010	≥263 - 300
ENG 1010/0910	250-262
ENG 0930	237-249
ENG 0960	≤236

GED (GEDR)

Reasoning Through Language Arts test, score range is 165 – 174 for placement into ENG*101. This score was agreed upon by the PA 12-40 Advisory Council and ACME agrees that it should remain the same.

Challenge Process

Students who place in ENG 096 or ENG 0930 are eligible to challenge their placement. This challenge is optional. Students *without* placement scores should complete the challenge essay to determine placement. Check local campus procedures.

More on English Placement here: **https://ctstate.edu/testing-2**

Instructional Strategies and Professional Learning

ENG 0910 Topics:

Course outcomes might be realized through some or all of the following:

1. Critical reading, writing, and documentation activities in support of assignments in English 101

2. Discussion in support of understanding and meeting the requirements of English 101 assignments

3. Guided workshop and structured peer review in support of English 101 assignments

4. Facilitation of metacognitive reflection on reading and writing processes

5. One-on-one conferences

6. Integrated affective lessons in areas such as growth mindset, self-efficacy, motivation, time management, collaboration, and goal setting.

7. Introduction and appropriate referral to support services and campus resources such as advising, tutoring, financial aid, counseling, disabilities/accommodations services, and others.

Note that the first four topics all emphasize support of classroom activities and assignments. They also recommend integrated affective lessons and recommendations about support services.

Professional Learning Online Course

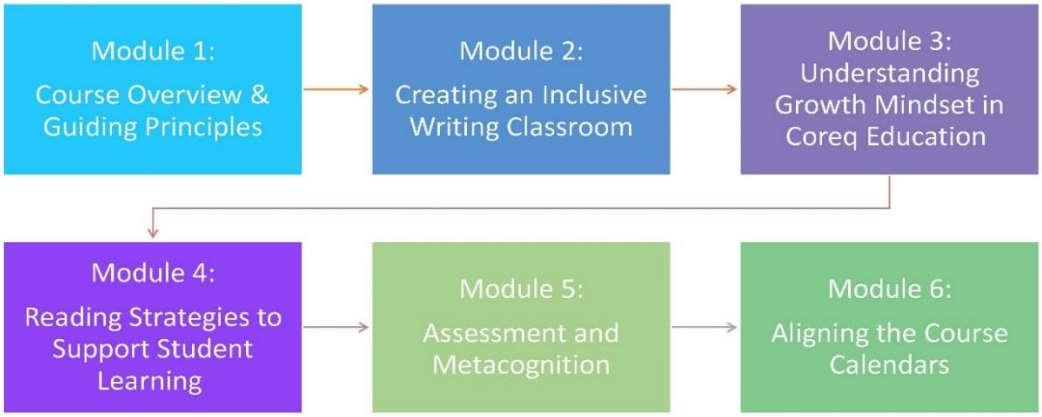
Faculty are encouraged to enroll in an English Professional Learning Blackboard course. This six-module course supports the design of an equitable and effective corequisite support course for ENG 1010. By the end of the course, participants will have designed a calendar for the first five weeks of class, aligning the content in ENG 1010 with supporting activities in ENG 0910. The chart below shows an overview of the content modules covered in the course and following the chart is a summary of each module with takeaways.

Learning Outcomes

Upon completion of this course, CT State English faculty will be able to:

1. Identify best practices for corequisite English education.
2. Reflect on the relevance of these recommendations on current and future teaching practices.
3. Design the first five weeks of an ENG 101 and ENG 0910 course, integrating the best practices suggested by this professional learning course.

Content



Module 1: Backward Design

Following the principles of backward design, an instructor begins with the student learning outcomes, then identifies the assessment evidence (the assignments which will demonstrate control of those outcomes), and then creates the learning experiences and activities that allow students to acquire those outcomes.

Pedagogy that centers Backward Design encourages faculty to start course design by identifying desired outcomes, then determine acceptable evidence of student learning, and from there plan learning experiences that will support students' achievement of the desired outcomes.

Module 2: Recommendations for Creating an Inclusive Classroom

As faculty develop inclusive classrooms, it is important to remember the diversity of experiences and backgrounds our students bring to our learning spaces. Faculty might consider whether their students are first generation; veterans; experiencing food or housing insecurity; whether they have a learning or physical or psychological disability; what their ethnic, racial, or religious background is; how they identify their gender; and whether they are full or part time, employed or not. Any of these factors can impact a student's view and experience of college.

Recommendations for Creating an Inclusive Classroom

1.Examine any personal assumptions and unconscious bias. Be informed.

2. Establish community to create a safe, comfortable space for students.

3. Equitize the syllabus.

4. Use culturally responsive teaching practices and make the learning space interactive.

5. Create varied instructional strategies and materials.

6. Integrate diverse materials and assessments into your classroom.

Module 3: Growth Mindset: Instructional Strategies

The ENG 1010 course outcomes ask students to "develop and apply an independent writing process that includes generating, revising, editing, and proofreading" and to "reflect on and explain writing choices regarding audience and purpose."

With the transition from a prerequisite to a corequisite model, faculty will need to focus on basic reading and writing skills, and in-class opportunities for engagement in the reading and writing process itself may be limited in ENG1010. However, ENG 0910 allows the time for such process-oriented activities.

Professor Joe Fore, a Center for Teaching Excellence (CTE) Faculty Fellow and Co-Director of the Legal Research and Writing Program at the University of Virginia School of Law has proposed seven recommendations for integrating growth mindset into the writing classroom:

Before the Semester

1. Course design: [Give students] more practice, less grading.

Early in the Semester

2. Talk about growth mindsets.

3. Explain your expectations, methods, and motivations.

4. Share your growth story.

Throughout the Course

5. Show students that even experienced writers struggle.

6. Frame feedback in terms of growth.

7. Offer chances for self-reflection.

Module 4: Reading Strategies to Support Student Learning

With its focus on application of "critical reading strategies for understanding, analyzing, and interpreting texts," the ENG 0910 course provides an opportunity to practice reading strategies with students throughout the semester.

The content in this module will cover specific strategies for teaching the reading process. Specifically, this module includes resources and suggestions on the following:

1. Teaching the three stages of the reading process
2. Modeling the reading process for students and making the process dialogic
3. Building metacognitive reflection and assessment into the reading process

Teach the reading process in three distinct stages: pre-reading, active reading, and post-reading.

1. Examine the three stages of the reading process, and understand that each stage has its own goals, purposes, and strategies.
2. Review various note-taking methods and encourage students to adopt a method that best fits their needs.
3. Provide students with a clear method for annotating texts that enhances their recall and retention of information.

Model the reading process for students and make the process dialogic.

4. Read texts (or parts of texts) aloud in class and narrate your thinking and annotating methods.
5. Select texts that relate to students' lives/interests and allow students to share with classmates how they approached various stages of the reading process.
6. Select texts that represent the variety of genres students are likely to encounter in other college classes. Then demonstrate the use of effective reading strategies for understanding and extracting key information from each type of text.

Build metacognitive reflection and assessment into the reading process.

7. Design activities that enhance and assess students' reading comprehension of literal information.
8. Build reflection into the reading process and encourage students to self-monitor the reading strategies they find most useful.
9. Make explicit students' purpose for reading and help students set manageable goals for completing a reading assignment.
10. Assign fewer texts but encourage more thinking and writing about those texts.

Module 5: Using Assessment Strategies and Metacognition to Enhance Learning

This module offers recommendations to think about how to use ENG 0910 class time to engage students in the writing process, creating meaningful moments for guided assessment and student self-reflection.

1. The ENG 0910 course should not include additional graded assignments or exercises unrelated to ENG 1010 course content. All activities should be in support of and not in addition to the ENG 1010 course.

2. Begin each ENG 0910 meeting by assessing student needs. Give them an opportunity to ask questions and identify concerns. Their needs should determine the work in each ENG 0910 class before any pre-planned activity or exercise.
3. Integrate Classroom Assessment Techniques (CATs) throughout the ENG 0910 class (as well as the ENG 1010 class) to effectively determine student understanding of course material and shape class lessons.
4. Scaffold writing assignments to provide a transition from ENG 1010 to ENG 0910 class-time. Assignments given in the ENG 1010 class may be completed in ENG 0910, though remember that students who choose not to attend the ENG 0910 class must be given the opportunity to complete and submit the same assignment independently by the next ENG 1010 class meeting or due date.
5. Remember that not every writing assignment requires a grade or formal feedback, but all should help students understand what they do and do not know.
6. Create opportunities to provide formative assessment of student reading and writing. Use ENG 0910 class time to support students' completion of ENG 1010 assignments and to provide varied feedback on them.
7. Use meaningful rubrics and help students design personal reading and writing checklists that reflect their own needs.
8. Design opportunities for peer assessment in the ENG 0910 classroom.
9. Use ENG 0910 class time for one-on-one meetings with the instructor or tutor.
10. Encourage use of support services throughout the writing process.
11. Integrate opportunities for metacognition throughout the semester. Consider individual reflections, KWL (Know, Want to Know, Learned) questions, learning journals, and other strategies, including those available through Blackboard.

Semester Planning: Checklists

Course Checklist for Faculty

- ❑ The syllabus includes information about grading and the grading scenarios, as noted in the handbook
- ❑ The course requires texts for only the 1010 section (if applicable); no additional texts are required for ENG 0910
- ❑ The ENG 0910 course outline does not include readings or assignments that are not consistent with and do not support the work in the companion 1010 section
- ❑ The same students appear on both the 1010/0910 rosters. All students should be registered for both sections.
- ❑ The instructor incentivizes regular attendance through assessment activities that require active participation and engagement
- ❑ The course includes instructional approaches consistent with co-requisite professional learning strategies

Embedded Tutor Checklist for Faculty

- ❑ Review local campus tutoring philosophy, and if available, tutor training materials.
- ❑ Collaborate with ASC director or lab coordinator to ensure staffing and scheduling align with course schedule and student needs
- ❑ Provide a copy of the text and/or supplemental readings and handouts, syllabus, and roster. A best practice is that the weekly calendar distinguish ENG 1010 and ENG 0910 activities.
- ❑ Have the tutor added to Blackboard as Tutor Nongrading
- ❑ Add the tutor to a class email list
- ❑ Schedule time to meet with tutor prior to or at the beginning of the semester
- ❑ Introduce the tutor to students on the first day of class and explain the role to the students.
- ❑ Decide what type of regular meetings you would like with the tutor: weekly, after a class session, during office hours, or during class time while students work. (Depends upon tutor availability outside of workshop time.)
- ❑ Share expectations about participation during lectures or discussion and if you would like the tutor to present any mini lessons.

ENG1010 & ENG 0910 Planning Template

This template includes suggested weekly topics. ENG 0910 workshop activities should be based on student needs. Therefore, it might be difficult to predict these activities in advance, despite planning. We recommend having flexibility in meeting student needs during the ENG 0910 session.

	Topics	Day 1		Day 2	
Week 1	Critical Reading Strategies	ENG 1010	Class Topics & Activities •	ENG 1010	Class Topics & Activities •
		ENG 0910	Workshop Activities •	ENG 0910	Workshop Activities •
	Topics	**Day 1**		**Day 2**	
Week 2	Critical Reading Strategies	ENG 1010	Class Topics & Activities •	ENG 1010	Class Topics & Activities •
		ENG 0910	Workshop Activities •	ENG 0910	Workshop Activities •
	Topics	**Day 1**		**Day 2**	
Week 3	Reading & Responding to Written Texts	ENG 1010	Class Topics & Activities •	ENG 1010	Class Topics & Activities •
		ENG 0910	In-class Activities: •	ENG 0910	In-class Activities: •
	Topics	**Day 1**		**Day 2**	
Week 4	Writing Processes	ENG 1010	Class Topics & Activities •	ENG 1010	Class Topics & Activities •
		ENG 0910	Workshop Activities: •	ENG 0910	Workshop Activities •

Additional Reading & Resources

CT State ACME Resources: The CT State ACME team and the Dana Center, University of Texas at Austin have hosted webinars and workshops on alignment and corequisite education. Presentations and a PDF of the slides used in these webinars are available at: https://www.ct.edu/curriculum/acme#resources

Topics include:

- Closing the Equity Gap
- A Window into California Remediation Reform
- A Window into a Corequisite Classroom
- A Window into Campus Supports for Corequisite Students
- A Panel on Corequisite Course Design
- The Case for Corequisite Education
- Corequisite Education
- A New Era of Student Access at California's Community Colleges
- The Effects of Corequisite Remediation: Evidence from a Statewide Reform in Tennessee

CT State Professional Development Newsletters: The CT State Office of Teaching and Learning compiles a newsletter each month with PD opportunities across the system. PD newsletters are email and available on the CT State website: Office of Teaching & Learning - Communications (ct.edu)

Topics Include:

- Professional Learning Series
- Regional Conferences
- CT State Teaching Retreats
- The CT State Faculty & Staff Online Institute (FSOI)
- Upcoming Live Webinars
- What's New Around Higher Education?
- Community Spotlight
- CT State Professional Publications
- Teaching Best Practices

Go2Knowledge Library

All members of our professional community have access to the live webinars hosted by Go2Knowledge. The "Go2Knowledge Library" archives past webinars and routinely produces new webinars on topical subjects such as:

- 10 Strategies to Create Teachable Moments with Your Students
- Active Learning: Utilizing Backwards Design
- First Generation Students: Creating Services & Initiatives to Help Them Succeed
- Preventing Chat GPT Misuse: Making Academic Integrity Policies Explicit About AI

https://www.go2knowledge.org/pages/go2k-catalog