# Window Into ESL-Designated Models Of Freshman Composition

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# Today's Overview

- TLE Placement and Course Recommendation
- What is an ESL (language) corequisite?
- Who benefits from an ESL (language) corequisite course?
- Instructional Window and Activity
- Teaching in Fall 20

# Transfer Level Writing +ESL Co Req

# How do students receive an English course recommendation?

Irvine Valley College English/ESL GSP*

*In the process of revision

# What are the Transfer-Level English (TLE) options at IVC?

| Transfer-Level English (4 units) | Transfer-Level English + Writing Center (4.5 units) | Transfer-Level English + Support+ Writing Center* (6.5 units) | Transfer-Level English + ESL Support+ Writing Center* (6.5 units) |
|---|---|---|---|
| WR 1 | WR 1 + WR 181 | WR1+WR302+WR382 | WR1+ESL 302+ESL 382 |
| WR 1 (College Writing 1) is the first semester course in college-level writing. | Students taking WR 1 can choose to enroll in WR 181 (Writing Conference): an optional pass/no pass course that provides access to one-on-one writing support from IVC English professors. | WR 1 with support offers WR 1 students extra assistance in developing their writing and reading skills.<br><br>WR 1 with support is a 3-course package, and students must enroll in all 3 classes<br><br>**\*Taught by English faculty** | WR 1 with ESL support offers WR 1 students extra assistance in developing their writing, reading, and language skills.<br><br>WR 1 with ESL support is a 3-course package, and students must enroll in all 3 classes.<br><br>**\*Taught by ESL faculty with minimum quals to teach composition** |

# What is a language/ESL Co Req course?

Co Req Courses for
monolingual students

Co Req Courses for
multilingual students

■Most corequisite models are the paired-course model where designated sections of a transfer-level math or English course are linked to a support course taught by the same instructor, and just-in-time remediation is blended into the higher-level work. In English this means that reading and writing instruction are embedded in the challenging tasks of college composition.
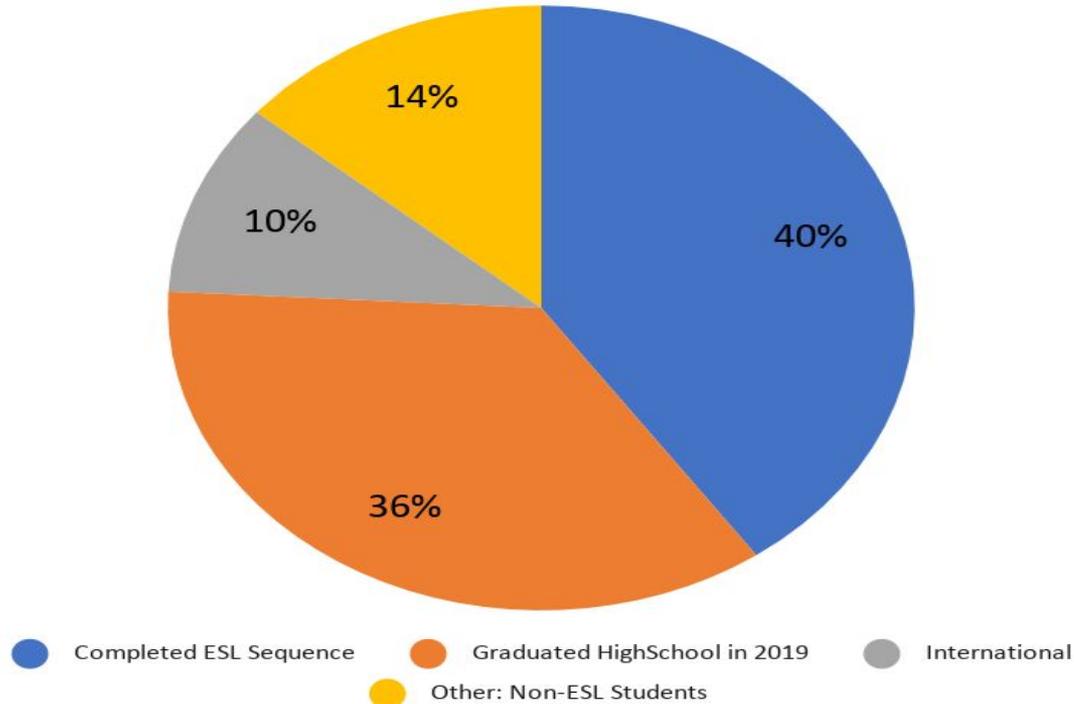
■Most corequisite models are the paired-course model where designated sections of a transfer-level English course are linked to a support course taught by the same instructor, and **just-in-time instruction** is blended into the higher-level work. In English classes paired with ESL support,  this means that reading, writing **and language** instruction are embedded in the challenging tasks of college composition.

# Who benefits from an ESL CoReq?

❏ Multilingual/ESL learners who have college-level reading and writing skills but would benefit from extra linguistic support

❏ **CA HS graduates**

❏ This course is not designed to bypass an ESL course sequence for students who did not graduate from a U.S. high school
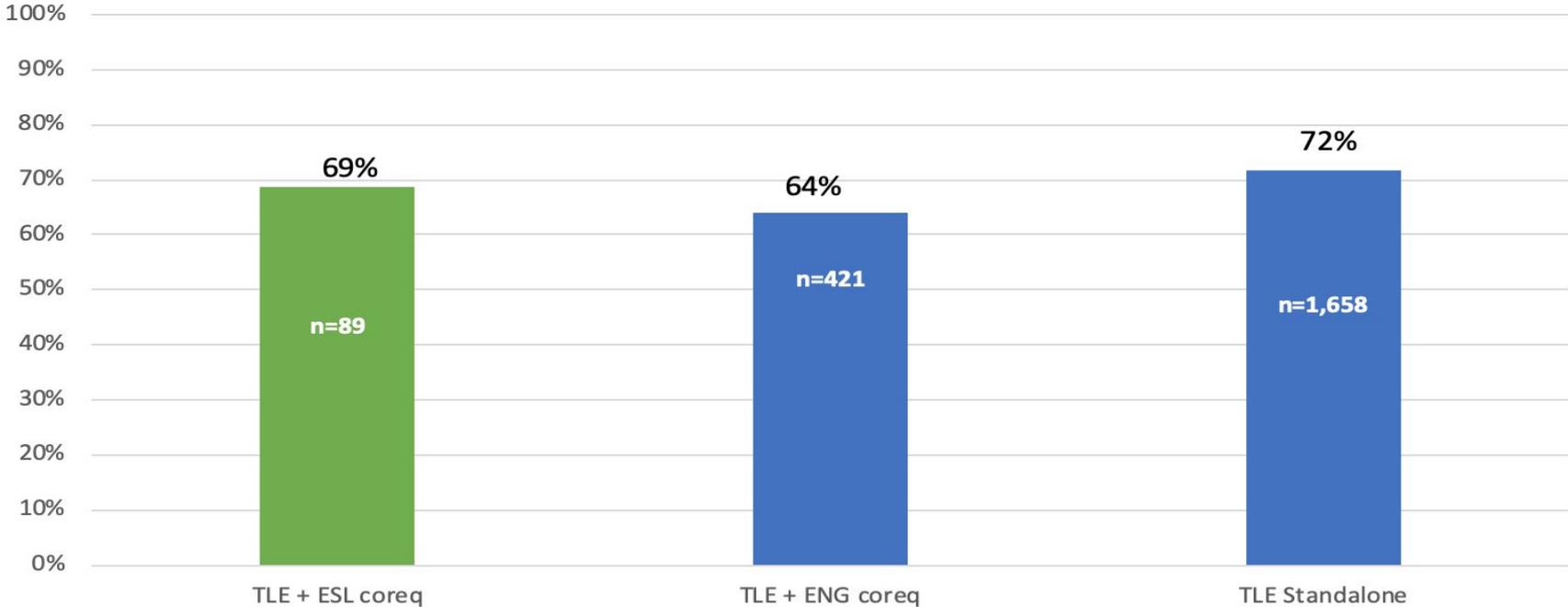
# Who enrolls in our TLE/ESL Co Req?

Enrollment % in TLE with ESL coreq



40%

36%

10%

14%
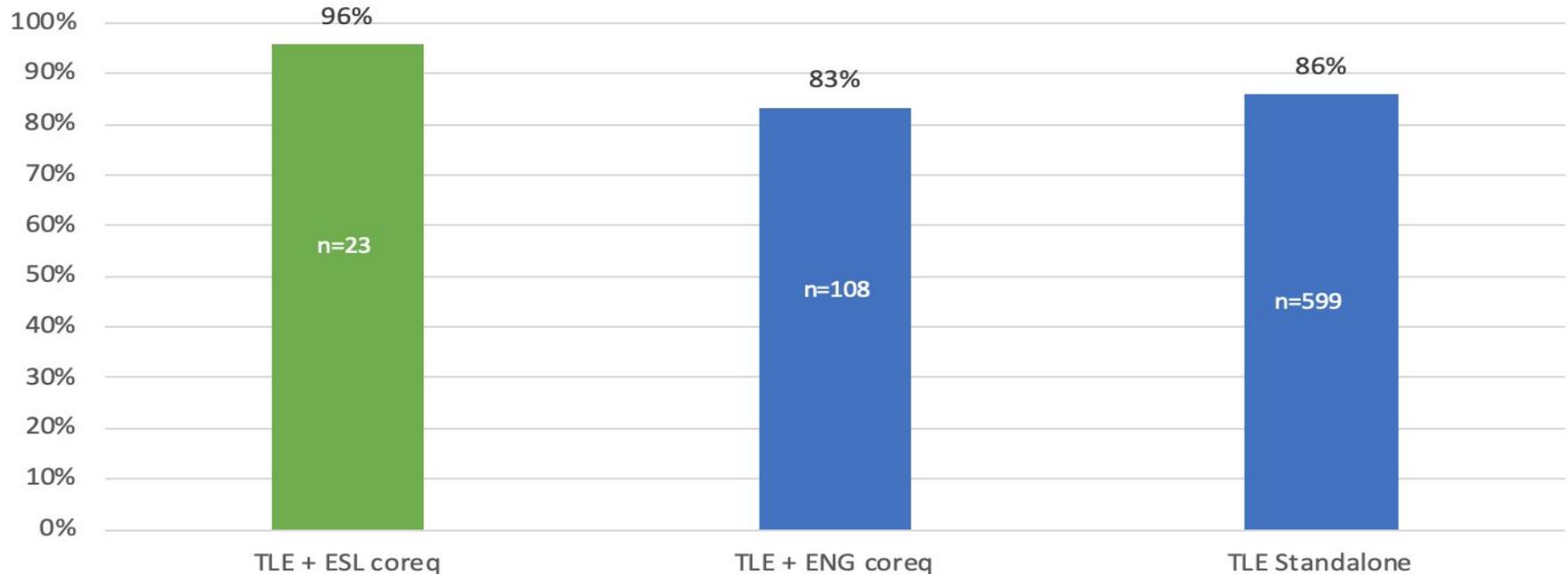
Completed ESL Sequence    Graduated HighSchool in 2019    International

Other: Non-ESL Students

# How are they doing in TLE?



Success Rate in TLE Course — F19-S20

- TLE + ESL coreq: 69% (n=89)
- TLE + ENG coreq: 64% (n=421)
- TLE Standalone: 72% (n=1,658)

# How are they doing in the course after TLE? (WR2)*

## Success Rate After TLE

| | | |
|---|---|---|
| **96%** | | |
| | **83%** | **86%** |
| TLE + ESL coreq | TLE + ENG coreq | TLE Standalone |
| n=23 | n=108 | n=599 |

*Data from f19 cohort, students tracked through s20

# Unit Instructional Cycle*

**Pre-Reading Activities**: In-class activities or discussions to activate the students' background knowledge on the topic. The teacher provides guidance regarding what to pay attention to, key terms that may be unfamiliar, and portions of the text that students may find challenging.

**At-Home Reading Activities**: Students complete guided practices to increase their awareness of strategies for approaching academic reading, reasoning, and writing. These include writing directed summaries, completing double-entry journals, and annotating text.

**Post-Reading Activities**: In-class group activities for students to process, clarify, and engage with ideas from the readings. These practices include group discussions, debates, and games, such as "speed-dating" and poster presentations.

**Open Book Quiz**: Students move from informal and oral discussions to explaining key ideas in their own writing. The quiz also provides incentive and accountability for completing the reading.

**Essay Writing Workshops**: Students move from explaining discrete portions of the reading to integrating, synthesizing, and building arguments. Students must articulate and support their own perspective while demonstrating a clear understanding of the readings. Students perform peer evaluations and self-evaluations while the teacher conducts one-on-one conferences to discuss preliminary drafts.

**Final Draft**: On the day the students submit the essays, the teacher initiates just-in-time remediation activities, allowing students time to edit their essays and write self-reflections on their writing process. As the next cycle begins, the teacher uses the common rubric to evaluate the essays, using a high pass, pass, low pass, and no pass model.

# TLE/ ESL CoReq: Instructional Window

In breakout rooms, take about 20 minutes to do the following:

- ❏ Spend some time reviewing the packet
- ❏ Use the Jamboard to answer the following questions:
    - ❏ What stood out to you as you reviewed the materials?
    - ❏ Write down any questions you have for Rebecca
- ❏ Click here to open sample materials for this course

   **OR**

- ❏ You can use your phone camera and scan the QR code on the right to open the packet

PRIVACY.FLOWCODE.COM
FLOWCODE
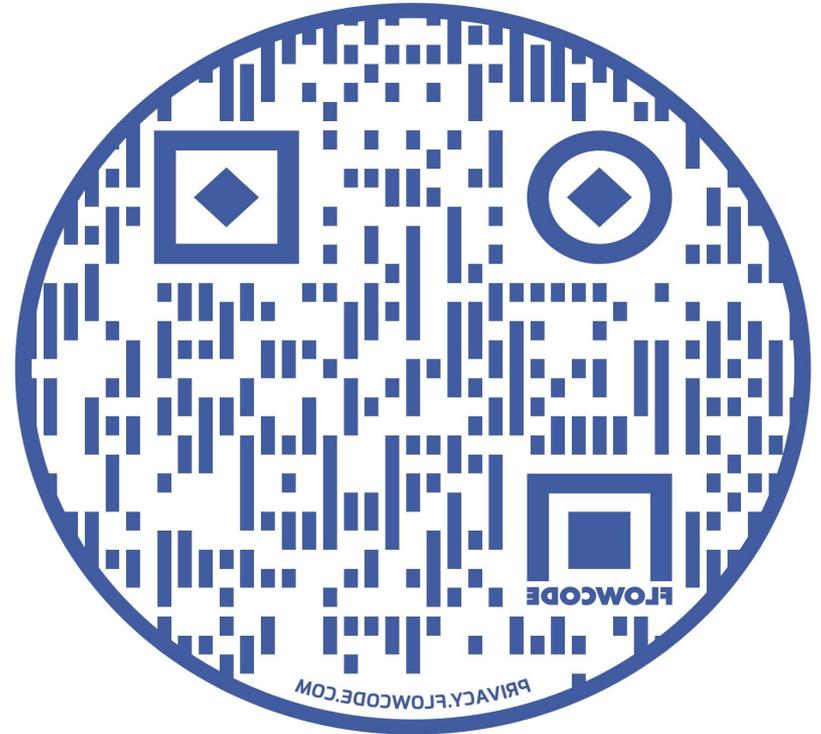
# What is the experiment in fall 20?

**English**

TLE (4 units)

Eng Support Course (2 units)

Writing Conference (2 units)

Unit total=6.5

**\*Taught by English faculty (Summer Serpas)**

**ESL**

TLE (4 units)

ESL Support Course (2 units)

ESL/Writing Conference (2 units)

Unit total=6.5

**\*Taught by ESL faculty (Rebecca Beck)**

# How are the classes similar and different?

The transfer-level classes are exactly the same: same assignments, same readings, same activities.

How we approach the some elements of the support in the corequisite is different.

- Similarities
  - Meet in familias
  - Synchronous
  - Some of the same support assignments (prompt review, reflections, discussions)

- Differences
  - More "studenting" support in Eng CoReq
  - Language/grammar support in ESL CoReq
  - Focused reading workshops with "mined language" activities

# How is the ESL Co Req different?

I. Drafting Stage with discrete language feedback
   A. 3-draft writing process
      1. Draft 1 (written in class)
      2. **Draft 2** (complete draft, submitted to instructor for feedback)
         a) Editing workshops in class or in 1:1 conferences
      3. Final Draft (graded w/rubric)
   B. This multi-draft development allows for students to refine language with instructor feedback
   C. Sample

# How is the ESL Co Req different?

I. Embedded ESL tutor/workshops

    A. 1:1 support in 'office hours'

    B. Grammar/Language Review Workshop in the Editing Stage

    C. Sample

# Reading Workshop with "mined language"

- Mining for language: Effective instructional tool
- The following examples show how we reviewed the following:
  - theme-based vocabulary needed for essay 2
  - the author's use of cohesive devices (chaining thematic language string)

# Teaching in F20

- ❏ Aggressively accommodating to my students' needs
- ❏ "Radical flexibility"