Supporting English Learners in Mainstream Transfer-Level Composition
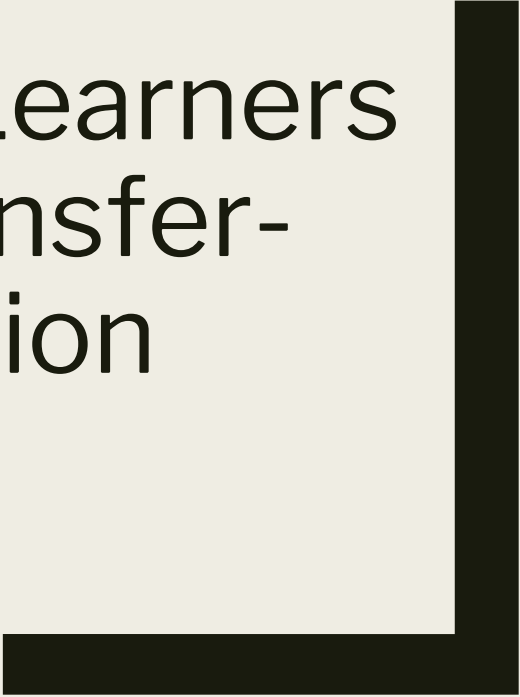
Friday, October 28
12:30-2:00

The <u>October 2022 issue</u> of the CAPacity Gazette focuses on strategies that boost transfer-level English completion for English learners.

This webinar series spotlight the collaborative work of ESL and English faculty at select colleges engaged in this transformative work.

We'll also connect with researchers to provide updates on the most recent research guiding these changes.

[Register now](#) for additional webinars in this series

Webinar 3: December 2nd 12:30-1:30

AB 705 Research Update on English Learners

Join us for updates on the latest AB 705 research focused on English learners in California's community colleges. Craig Hayward and Terrence Willett from the Research and Planning Group will discuss their research into placement of English learners who are US high school graduates, international students, and adult learners. Olga Rodriguez from the Public Policy Institute of California will share highlights from PPIC's latest report on how colleges have responded to AB 705 with changes to ESL placement and course sequences and an early analysis of how these changes have impacted course outcomes for ESL students in transfer-level English composition.

Our Presenters Today:

Jessica Pardoe, ESL Faculty at Santa Rosa Junior College (jpardoe@santarosa.edu)
- ■ Santa Rosa Junior College offers a transfer-level English composition course for multilingual learners that focuses on analyzing genres.

Nicole Siminski, ESL Faculty at Palomar College (nsiminski@palomar.edu)
- ■ Palomar College offers an ESL course that counts for Humanities credit in both the CSU and UC systems.
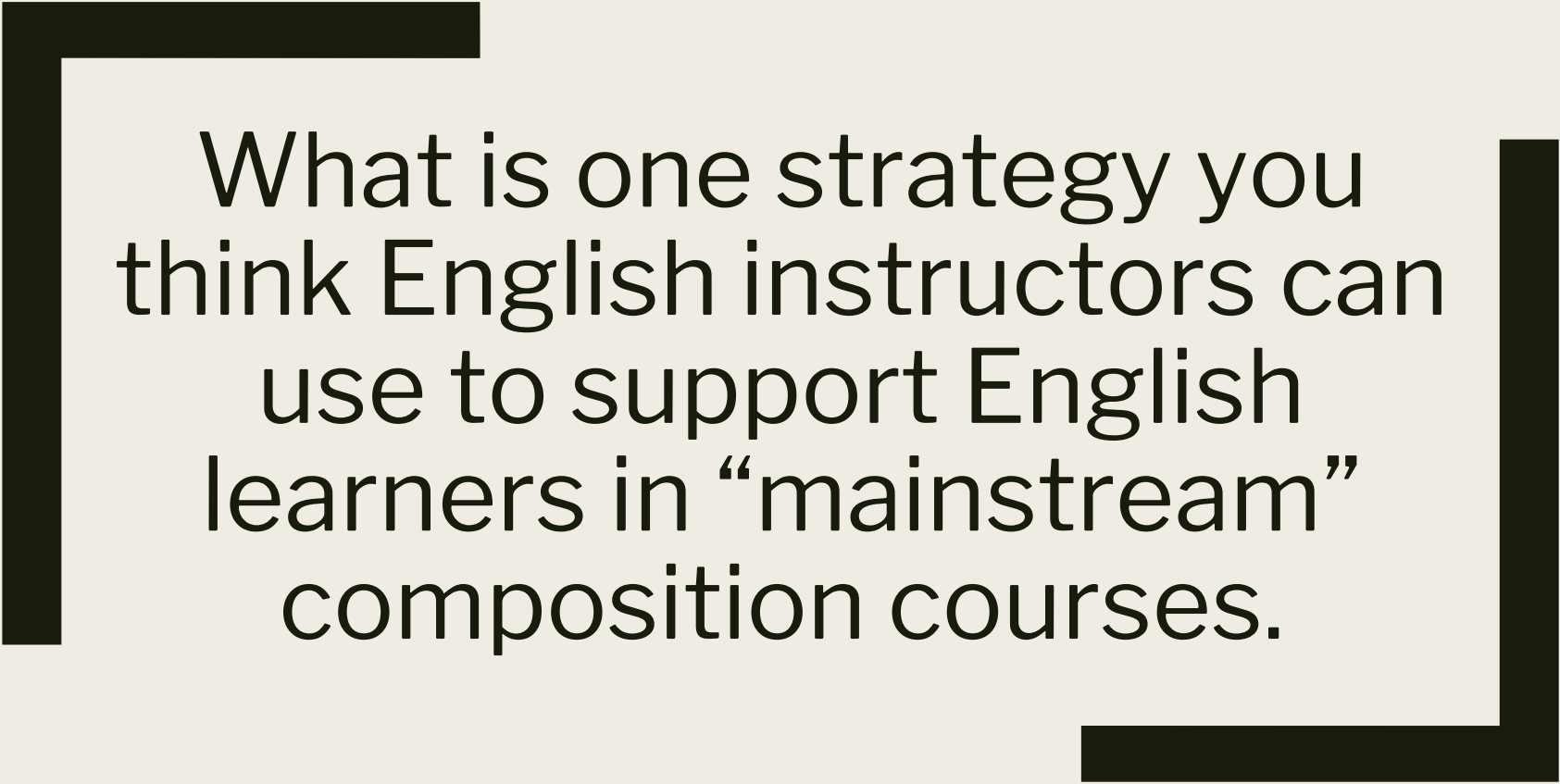
Rebecca Beck, ESL Professor at Irvine Valley College (rbeck@ivc.edu)
- ■ Irvine Valley Colleges offers a transfer-level English composition course with an ESL corequisite support course attached.

Jose Cortes, English/ESL instructor at Solano College (Jose.Cortes@solano.edu)
- ■ Jose's work in both ESL and English courses gives him a unique perspective on students progress through both programs, which is highlighted in the article he co-authored with Melissa Reeve, "Across the False Divide."

"Even with these tailored options, many ELs will still choose to enroll in the standard TLE composition course, and English faculty may need additional training to better serve them. According to Jose Cortes, an instructor of English and ESL at Solano College, 'There is a population of ELs who will not enroll in a course labeled 'ESL' because of a perceived stigma, and intentional support from an English composition instructor will help support this population'" (4).

What is one strategy you think English instructors can use to support English learners in "mainstream" composition courses.

Using Rhetorical Grammar to preview the text

- Reading confidence
- Autonomous Learning
- UDL (Universal Design for Learning)
- Transfer of Learning

"Rhetorical grammar activities highlight the relationship between meaning and grammar and provide opportunities for students to learn how to use English to accomplish their rhetorical purposes."
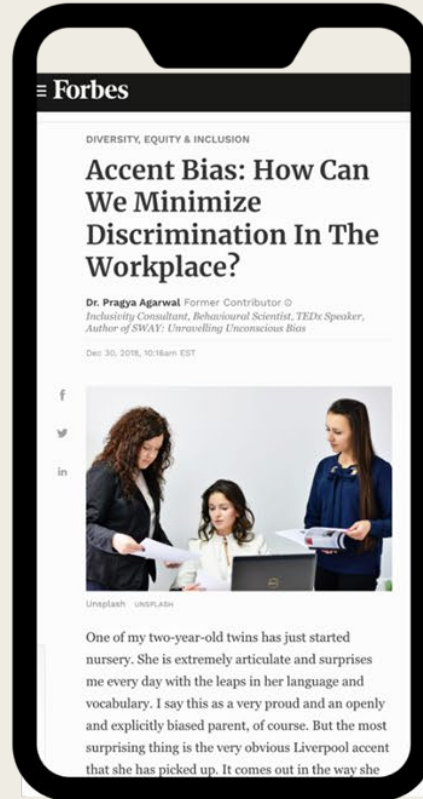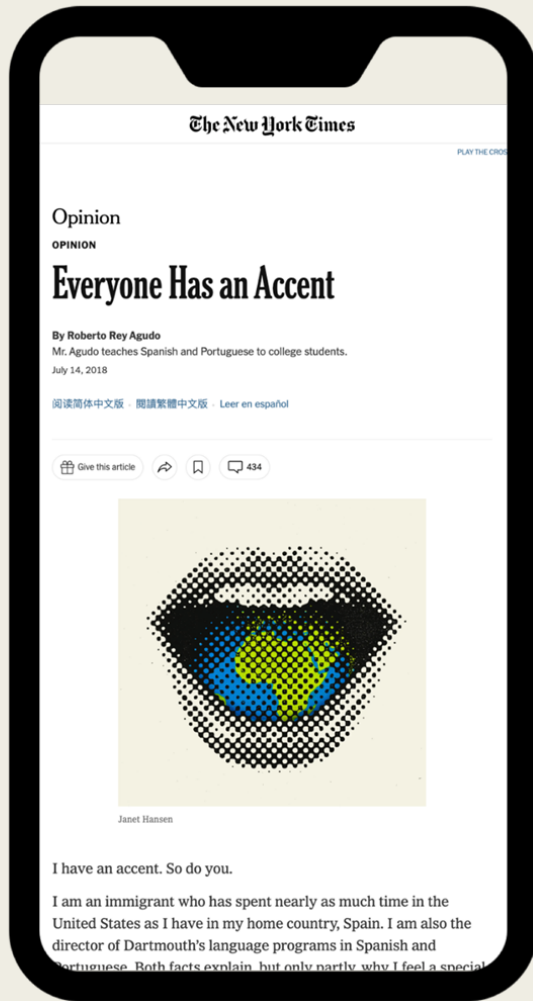
-Roberta J. Ching, ERWC

Inspired by:

- ❖ ERWC
- ❖ NYTimes Learning Network "Sentences that Matter, Mentor and Motivate"
- ❖ CAP, CATESOL, Active Learning Leaders, Online Teaching Conference

Goal: Automaticity

The New York Times

Opinion

OPINION

Everyone Has an Accent

By Roberto Rey Agudo
Mr. Agudo teaches Spanish and Portuguese to college students.
July 14, 2018

阅读简体中文版 · 閱讀繁體中文版 · Leer en español

I have an accent. So do you.

I am an immigrant who has spent nearly as much time in the United States as I have in my home country, Spain. I am also the director of Dartmouth's language programs in Spanish and Portuguese. Both facts explain, but only partly, why I feel a special

Forbes

DIVERSITY, EQUITY & INCLUSION

Accent Bias: How Can We Minimize Discrimination In The Workplace?

Dr. Pragya Agarwal Former Contributor
Inclusivity Consultant, Behavioural Scientist, TEDx Speaker, Author of SWAY: Unravelling Unconscious Bias

Dec 30, 2018, 10:16am EST

Unsplash UNSPLASH

One of my two-year-old twins has just started nursery. She is extremely articulate and surprises me every day with the leaps in her language and vocabulary. I say this as a very proud and an openly and explicitly biased parent, of course. But the most surprising thing is the very obvious Liverpool accent that she has picked up. It comes out in the way she

THE CHRONICLE OF HIGHER EDUCATION

Discrimination's 'Back Door': Tackling Language Bias on Campus

By Heidi Landecker
SEPTEMBER 18, 2016

LISSA GOTWALS FOR THE CHRONICLE

Katie Conner, a language-diversity ambassador and master's student, and Walt Wolfram, a sociolinguist and professor, hand out buttons celebrating the state's rich vocabulary at North Carolina State U.'s welcome festival. The ambassadors are part of Educating the Educated, a campuswide language-diversity project.

When Ashley Lawson first came to North Carolina State University, she was careful not to say "bowl" for "boil" or "holler" for, "you know, a dip in the ground." In 2014, the freshman from Prestonville, in rural Stokes County in the state's

The New York Times

Opinion

OPINION

Everyone Has an Accent

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Give this article · 434

Janet Hansen

I have an accent. So do you.

I am an immigrant who has spent nearly as much time in the United States as I have in my home country, Spain. I am also the director of Dartmouth's language programs in Spanish and Portuguese. Both facts explain, but only partly, why I feel a special

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Step One: Context
Author, Audience, Situation

Step Two: Quick Clues
Language Clues

Step Three: Read without judgement
Sections & Annotations

Step Four: Read with judgement
Discuss & Connect

Sentences that start with a FANBOY

Find sentences that start with And or But.

What can you predict about the author's main ideas?

It's certainly true that a marked accent can get in the way of making yourself understood. E.S.L. learners and others are well advised to work on their pronunciation. As a teacher, I do try to lead my students toward some version of that flawed ideal, the native accent. One of the ironies in this is that I — along with most of my fellow teachers from the 20 countries (not counting Puerto Rico) where Spanish is an official language — long ago shed the specific regional, class-shaped intonations and vocabulary that are, or once were, our native accents. My point is not that we need to forget the aim of easily comprehensible communication — obviously, that remains the goal. **But we do need to set aside the illusion that there is a single true and authentic way to speak.**

Everyone Has an Accent
By Roberto Rey Agudo

Subordination

Independent clauses hold more significance.

What can you predict about the author's main ideas?

MiraCosta has a great cafeteria, but Palomar College has a great library.

Even though MiraCosta has a great cafeteria, Palomar College has a great library.

And while mocking people for their race, ethnicity, religion, or socioeconomic position is widely seen as taboo, mocking a dialect or an accent is still tolerated, if unwittingly, at colleges and in society.

Discrimination's 'back door': tackling language bias on campus
By Heidi Landecker
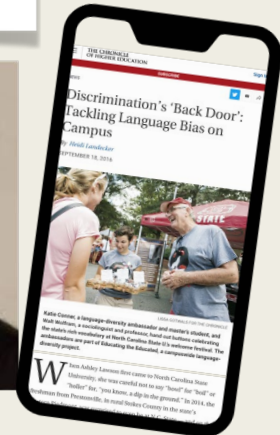
1: Context

2: Language Clues

3: Read without judgement

4: Read with judgement

Proper Nouns

Check for proper nouns in the article.

What can you predict about the type of evidence? How does the author explain their argument?

1. I have an accent. So do you.

2. I am an immigrant who has spent nearly as much time in the United States as I have in my home country, Spain. I am also the director of Dartmouth's language programs in Spanish and Portuguese. Both facts explain, but only partly, why I feel a special fondness for the FX drama "The Americans," in which Keri Russell and Matthew Rhys play Elizabeth and Philip Jennings, a husband-and-wife team of undercover K.G.B. agents living in suburban Washington. I can't be the only one who nodded approvingly when they were both nominated for Emmys last week.

3. What interests me as a linguist is that the Jenningses are, as the pilot tells us, "supersecret spies living next door" who "speak better English than we do." Even their neighbor, an F.B.I. agent on the counterintelligence beat, suspects nothing.

- TV shows
- Pop culture

Everyone Has an Accent
By Roberto Rey Agudo
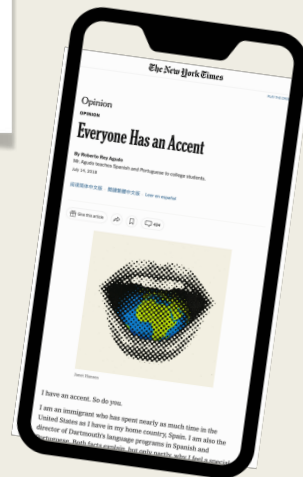
1. WHEN ASHLEY LAWSON first came to North Carolina State University, she was careful not to say "bowl" for "boil" or "holler" for, "you know, a dip in the ground." In 2014, the freshman from Prestonville, in rural Stokes County in the state's western Piedmont, was surprised to even be at N.C. State--and on the prestigious Park Scholarship, a full ride for four years. She was careful to tone down her highland drawl, and to avoid certain words and expressions common to her region, like hit (for it) and dicker (for negotiate), for fear people would think she was stupid.

2. That changed after Ms. Lawson, who wants to teach math in a rural community one day, signed up for a service project that takes students to the mountains of western North Carolina to lead workshops about dialects for middle- and high-schoolers. The project included a required course on language diversity in North Carolina. "I fell head over heels in love with it," she says.

3. What Ms. Lawson loved, and what Stephany Dunstan, who taught the course and led the service trip, hoped to impart, is the realization that everyone has a dialect, and that your own isn't linguistically inferior to any other. If some dialects have more prestige than others, it's only because certain arbiters-- classroom teachers, newscasters, TV sitcom directors--have assigned them that status. And while mocking people for their race, ethnicity, religion, or socioeconomic position is widely seen as taboo, mocking a dialect or an accent is still tolerated, if unwittingly, at colleges and in society.

4. Ms. Dunstan co-founded and is a co-director of Educating the Educated: a University-Wide Language-Diversity Initiative at N.C. State. In her course, she uses the textbook English With an Accent, by Rosina Lippi-Green. It calls language bias the "back door to discrimination."

- Research
- Universities
- Programs
- Professors
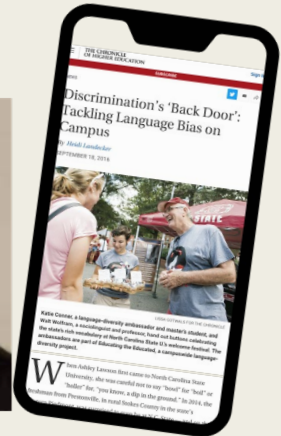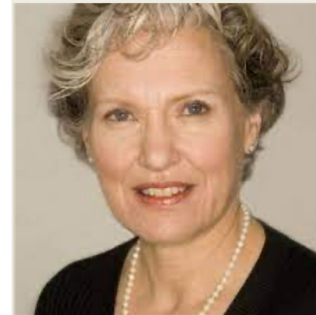
Discrimination's 'back door': tackling language bias on campus
By Heidi Landecker

1. One of my two-year-old twins has just started nursery. She is extremely articulate and surprises me every day with the leaps in her language and vocabulary. I say this as a very proud and an openly and explicitly biased parent, of course. But the most surprising thing is the very obvious Liverpool accent that she has picked up. It comes out in the way she pronounces 'bird' and 'book' and the way her sentences end with a particular intonation. 'Oh no, she is picking up a scouse accent,' I sighed, the first time I heard it. And, as I said this aloud, even when I thought that I meant it as a flippant remark, it made me reevaluate my own biases against a particular accent. Why did I not wish for her to have this particular accent? Is it because I consider it to be inferior in some way? Or, is it because I know that people with certain regional accents are disadvantaged when it comes to career progression and opportunities in life? I do not explicitly ever think like this. In fact, I love the accent, and the people here in this part of the country, but it could be symptomatic of hidden biases, and the way we internalize external messages from all around us.

2. People have linguicism or "accenticism" without realizing it. When we impose our judgments about a specific person on the whole group or community that this individual belongs to, then we have a bias. Research has shown that we tend to unconsciously group people into a specific social class and prejudice against them based on their accents. By thinking that someone with a particular accent is not very smart or clever, we are showing our unconscious bias.

3. Accents are an integral part of our identity. They are also prone to quick judgments and stereotypes. Research has shown that it takes us less than 30 seconds to linguistically profile a speaker, and make quick decisions on their ethnic origin, socio-economic class, and their backgrounds. And, we are more likely to be biased against speakers who have accents different to ours or are markers for undesirable characteristics that we unconsciously attributed to certain accents. We form a hierarchical view of accents as per societal and cultural acceptability, and assign values such as pleasantness and prestige but also intelligence. It is widely accepted that the primary reason behind biases is self-constructed social identity and high ethnocentric attitude. The term ethnocentrism and its fundamental concept were introduced in social science by Sumner, who defined it as "the technical name for this view of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it". Rosina Lippi-Green refers to this as "the standard language ideology", where many people believe the dialect with the highest social prestige is also the only correct and valid form of the language. This is why politicians change their accents to conform or appeal to a certain demographic.
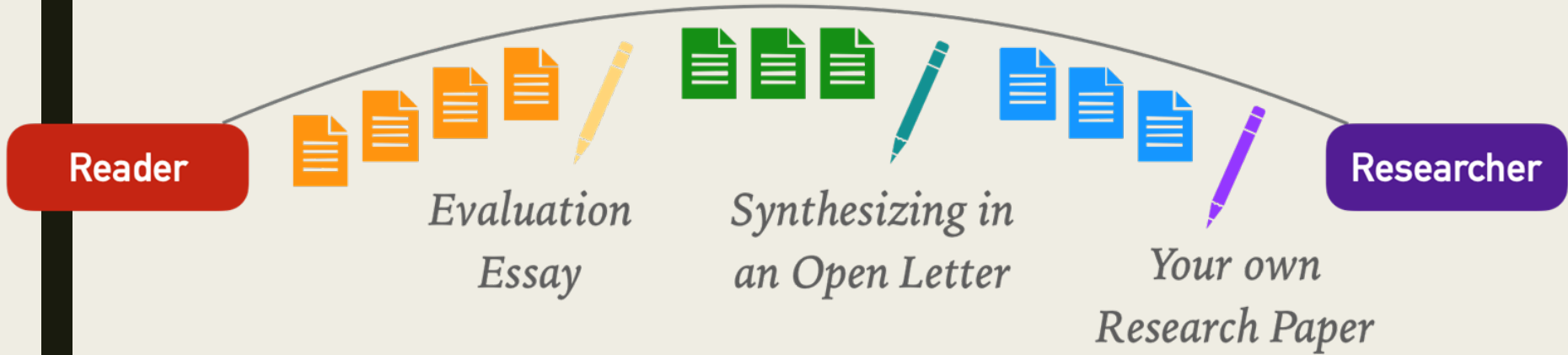
- Few proper nouns
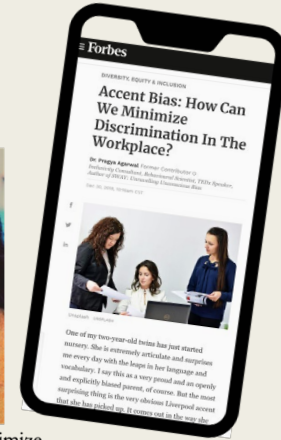
Accent Bias: How Can We Minimize Discrimination In The Workplace?
By Dr. Pragya Agarwal

Reading Critically

Reader → Evaluation Essay → Synthesizing in an Open Letter → Your own Research Paper → **Researcher**

- One "notice" activity added for each new article.
- For the orange articles, the focus is on reading and evaluating.
- For the green articles (accent bias), we read and evaluate in order to use as evidence in our own argument.
- They select their own blue articles from our database and evaluate before using them in their research papers.

Reading Critically

Clues BEFORE you read

Contextual Clues:
Context is everything outside the text that may affect how we read or interpret the text. In our class, we use the Context Triangle to document the contextual information. You can use the internet to look for clues about the text. This should be done BEFORE you read.

Author ?
Who is the author? What do I know about the author's background and credibility?
What effect do they want to have on the audience? What can you guess about the author's purpose?

Audience ?
Where was the text first published? Who reads this publication?
What values are associated with this audience?
Optional: Look up the publication's MEDIA KIT to help you identify the intended audience.

Larger Conversation / Situation ?
In what year was the text published? What was on people's minds?
What prompted the author to write the text? Can I identify a circumstance, event, or social practice? *After reading the article, you can add to this section.*

Language Clues:
If you are reading an article critically, it isn't a good idea to jump into the article cold. Give yourself some language clues to help you before you read. Here are a few tricks to use the author's language to help you before you read.

Proper Nouns?
Skim the article and circle any proper nouns you see
What can you guess about the types of evidence or topic of the article by the proper nouns?

Sentence Clues?
Big Buts! Sentences that start with a coordinating conjunction are usually clues to the author's main argument or claim. Circle any sentences that start with a But or Yet. Read these sentences and make sure you understand the vocabulary words. *Paraphrase in the margins.*

Look for subordination (Even though… / While…) or rhetorical questions - do they give any clues for the reading?
Take notes in the margins.

Vocabulary
Identify categories of words, patterns you see, or repetition
Use wordandphrase.info to identify important vocabulary words before you read

Structure Clues:

Lists or Images?
Pay attention to any charts, images, photos, etc in the text.
Look for subtitles or other breaks in text

Routines WHILE you read

First 3 and Last 1
- Read the first three paragraphs and the final paragraph (skip the middle paragraphs)
- Take notes on the main ideas in the margins - what is the purpose? Call to action?
- After you have previewed the introduction and conclusion, read the full article (all paragraphs)

ANNOTATE
- Identify main claims and subclaims - paraphrase if possible
- Identify types of evidence - add notes in the margins
- Make connections to other texts - mark ideas that can connect to other authors
- Add purpose statements ("The author introduces ___ in order to ___")
- Connect your notes to the context (effects on audience, author background, reference to the larger conversation/situation, etc)
- Consider how the author appeals to their audience. What choices in language, evidence, structure, etc did the author make to appeal to this particular audience

Create Sections
- Look for formatting clues or language clues
- Draw lines to separate into chunks
- Give each section a subtitle

Saying/Doing Chart
- For each section or paragraph, note what the author is saying (quick summary) and doing (rhetorical evaluation—for example, the author is using statistics)
- Write these notes in a Saying/Doing Chart or in the margins

Vocabulary
- Look for synonyms or related vocabulary within the text
- Make word form charts to add different forms of the word to your bank
- Make a list of connected vocabulary words to use in your own writing *(ex: bias, prejudice)*

Notes AFTER you read

Three Part Summary (Content Box)
- Quick summary: The author believes ___ because ___ . They support their argument with ___ .
- Write your three part summary at the bottom of the article or at the end of your notes.
- This emphasizes the main ideas, reasons, and evidence.

Discuss
- If possible, discuss the article with someone. What did you learn? Why is this article interesting/relevant?
- Give your own personal reaction. Did you agree? Disagree?

Document
- Keep track of your readings. I recommend an Annotated Bibliography.
- Write a summary of the article. Remember to write a balanced summary with the author' ideas and your own focus.
- Write a short evaluation of the article. Examine the overall effectiveness of the argument. Was the author persuasive? Was the argument logical?
- Write a quick reflection of the article. Can you make any connections to the article based on personal experience, current events, news media, other readings, research, etc. What does this article make you think of?
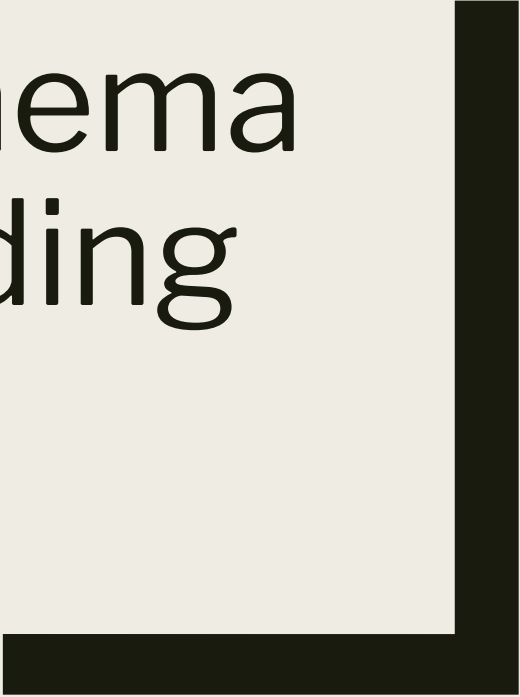- Include the MLA citation information so you can find this text again easily

Vocabulary
- Reference the vocabulary lists you made. Use in your paraphrases or summaries.

Activating schema for close reading

Jose Cortes
Solano Community College

Evidence + Schema = Inference

Be mindful of the need to build schema:

- Recent or current events
- American history
- Cultural references

This is also incredibly important for mainstream- English students

(This is important for us too!)

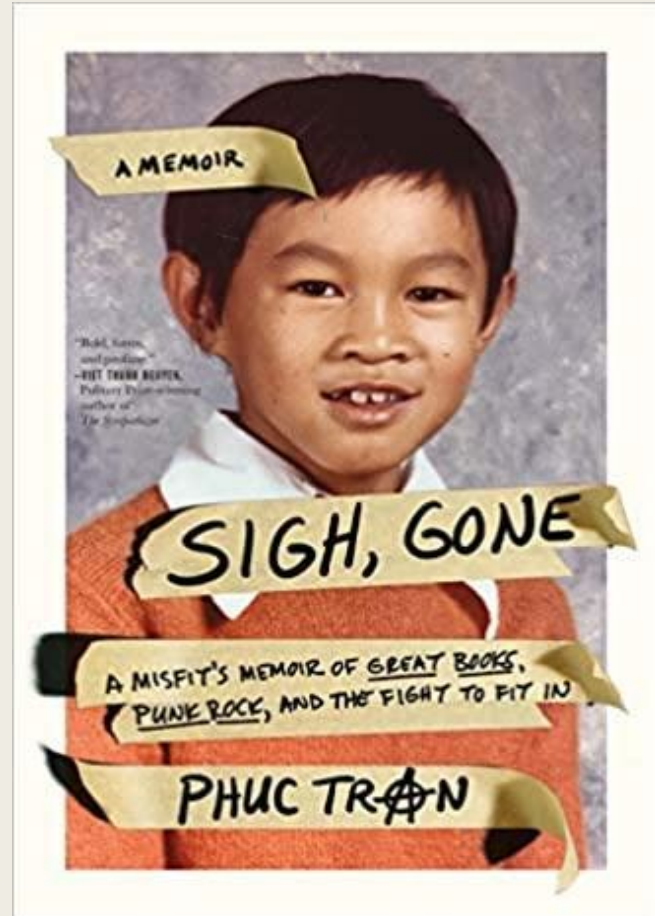# Analyzing allusions for close reading

- Define Allusions
- Introduce and define different types of allusions
  - *Historical*
  - *Literary*
  - *Cultural*
  - *Religious*
- Provide examples of common types of references (start with accessible examples)
- Model identifying and analyzing allusions in authentic text
- Practice identifying and defining allusions in order to arrive to a more critical reading of a text

Ice cream is my Kryptonite!

Modeling identifying allusions in text

"Carlisle High School was another cultural cul-de-sac built with the craftsman blueprint of **John Hughes**, the **Frank Lloyd Wright** of teen malaise."

A MEMOIR

"Bold, funny, and profane."
—VIET THANH NGUYEN, Pulitzer Prize-winning author of *The Sympathizer*

SIGH, GONE

A MISFIT'S MEMOIR OF GREAT BOOKS, PUNK ROCK, AND THE FIGHT TO FIT IN

PHUC TRAN

Defining allusions

Use Google and multiple sources in order to gain a more detailed or complex understanding of the allusion.

For example the Google definition on its own can limited:

John Wilden Hughes was an American filmmaker. Hughes began his career in 1970 as an author of humorous essays and stories for the National Lampoon Magazine
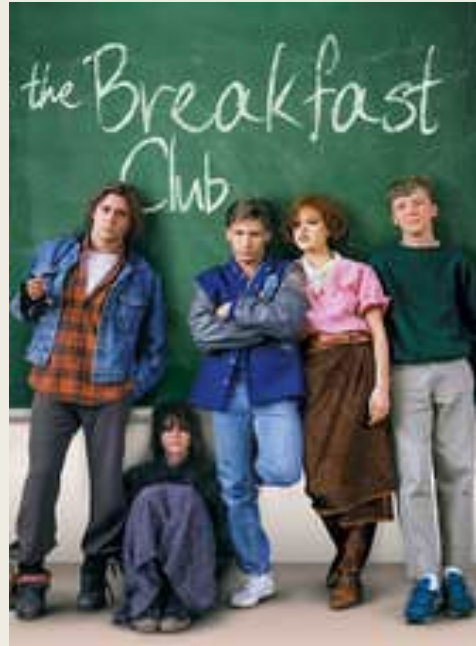
How does this new context for John Hughes' movies undercover a deeper meaning in Tran's text?

Allusion class activity

- Work with your groups to identify two allusions/references that Tran makes in the prologue of his book
- Copy the passage where the writer used the allusion you selected. You only need to copy down enough for your reader to have a context for where Tran used this allusion. A sentence or two is fine here.
- Next, do a little research on the reference that Tran is making. You can use Google to learn about this reference. Remember, typically, you will not be able to look up the allusion in the dictionary. You will need to spend a little time reading and might need to look up the reference in a couple of different places to fully understand it. Tell us what you learned about the reference Tran is making. Make sure you provide details and/or examples to develop your answer.
- Finally, how does your new understanding of this allusion affect your comprehension of the passage you selected? Did you unlock a deeper meaning? Does the passage mean something different than it did before you defined the allusion?

Student example (Deng's group)

<u>Original Text:</u>

Hoang was a **<u>fun-house mirror's</u>** rippling reflection of me, warped and wobbly. I hated it. I was **Dorian Gray** beholding his grotesque portrait in the attic, and I was filled with loathing."
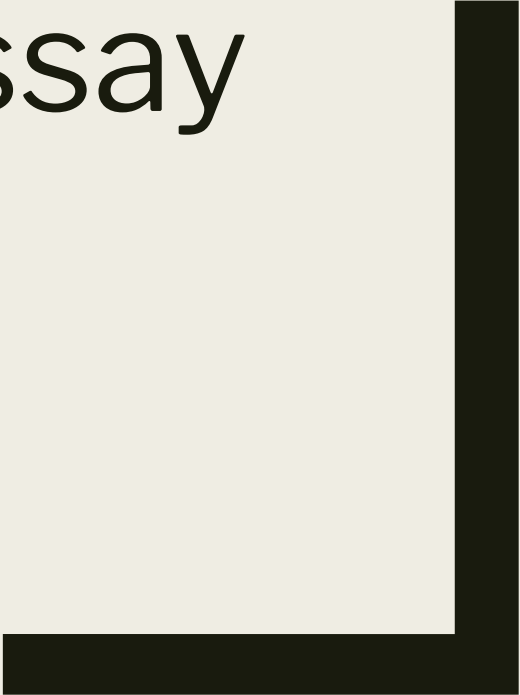
<u>Deng's Analysis:</u>

I think Tran want to use the Fun-house mirror to describe the feeling when he saw the new Vietnamese student, that time the Viet student reminded him who he really is and the way that people see him different than he see himself. In the fun-house mirror his reflection is changed and warped. In the past many years Tran tried best to hide his own identify as an Asian, and tried to integrate into American society, he forced himself to forget his origin mindset and lifestyle, try to use new ways to fill his life, and wish to persuade himself that he is an American rather than a foreign Vietnamese migrate as an outsider. He almost succeed, until he saw Hoang, even just a simple look, it is enough to draw all of Tran's own original feelings back, all those feelings he spent years to try to forget are back.

Unpacking Essay Prompts

Rebecca Beck
Irvine Valley College

Understanding the task

So here's the secret. Your success with academic writing depends upon how well you understand what you are doing as you write and then how you approach the writing task. From L Lennie Irvin's essay, [*"What is Academic Writing"*](#)

- Multilingual learners need more support in doing this, as they have to unpack academic language, context, and academic writing expectations.

- This bridge activity connects the reading stage to the writing stage.

- Students work with this activity after all reading activities are completed, and prior to the completion of a graphic organizer.

Prompt Review Activity

Essay 2 Prompt Review Assignment

Overview:

This assignment is designed to help you carefully read the prompt, which is critically important for writing a strong essay.

Tasks:

For this Essay 2 Prompt Review activity, read the Essay 2 prompt below and complete the following tasks:

- **Complete one annotation per page.** These annotations are notes you take on the margin words, ideas, or phrases that you find interesting or unclear in the prompt. The annotation can also be a question about something you read in the prompt that you do not fully understand. Also, make sure you highlight words you do not know the meaning for, and define them in your comments. I'll be sure to answer any questions you have. To create an annotation, use the cursor to highlight the text you want to annotate, and then click the "plus bubble" that pops up on the right side of the page.

- **Answer the 5 embedded questions in the prompt**. I have added 4 questions in boxes throughout the prompt. Answer those questions as you read through the prompt.

Essay 2: Better Together
Writing 1 - Fall 2022
Prof R Beck
Essay 2 At-a-Glance:
In Essay 2, you will continue to explore the topic of belonging and its importance to our humanity, especially today. You will do this by closely studying multiple texts that discuss this topic and putting them in conversation with each other. For Essay 2, you will also complete your second formal conference in the Writing Center by Oct 23rd.

Main Goals for Essay 2

- **Develop** an argument (claim) based on the ideas in the texts
- **Analyze** *loneliness and its causes and effects* as presented in the texts
- **Discuss** why human connection is important
- **Explain** why it is crucial for human beings to connect in the 21st century
- **Select, quote, paraphrase,** and **summarize** ideas from the texts and podcasts to support your key claims.

Question 1: Read the main goals for Essay 2. Based on your feedback for Essay 1, which do you feel confident about in your own writing? Which do you feel are areas of growth for you?

Question 2: Let's review the language in the main goals. In the space== below, define *develop, analyze, discuss, and explain.*

Texts for Essay 2

- Chapters 1-4 in *Together: The Healing Power of Human Connection in a Sometimes Lonely World* by Vivek H Murthy, MD
- Chapter 01 "When Failure Leads Us Home: The Trap of the American Dream" by Mia Birdsong. This chapter is from her book *How We Show Up: Reclaiming Family, Friendship, and Community.* Hachette Book Group, 2020
- The Michelle Obama Podcast: Higher Ground:
  - Episode 1: "President Barack Obama"

Prompt Review Activity

Essay 2 Prompt

For this assignment, you will analyze the importance of human connection by closely studying the social, cultural, and evolutionary causes of loneliness and its impact on individuals, and then describe why it is important for human beings to connect with one another. Then you will argue why it is important *now* more than ever for individuals to come together and build a more connected world. The purpose of this assignment is for you to closely review texts and present a clear, claim-based discussion. You will also need to support your thesis by citing adequate examples and specific details from the texts. You must include information from Chapters 1-4 from *Together: The Healing Power of Human Connection in a Sometimes Lonely World* by Vivek H Murthy, Chapter 1 "When Failure Leads Us Home: The Trap of the American Dream" from *How We Show Up: Reclaiming Family, Friendship, and Community* by Mia Birdsong, and at least one of the episodes of the Michelle Obama Podcast: Higher Ground.

Question 3: Restate the prompt in your own words.

Things to Think About:

- To provide a complete discussion of the topic, aim for 4-5 pages.
- Be sure to use MLA format and include a works cited list.
- Review your Essay 1 writing process and feedback, so you can see the areas you need to improve on for Essay 2.

Writing Center Requirements:

You must complete your second formal Writing Center conference for this essay by *Friday, October 23rd.*

In order to complete your conference,
- You must have at least part of your essay written.
- Prepare by writing down 1-2 specific questions about your essay. For example, "Can you review my thesis?" or "Can you see if I have organized my paragraphs well?"
- Login to the Canvas shell for WR 382 and follow the instructions for completing a formal conference.

- After your Writing Center conference, you must complete the Writing Center Follow-Up Survey to get credit for your conference in ESL 302. Here's the link to the survey: Writing Center Follow-Up Survey Essay 2

REMEMBER - your conferences are part of your ESL 302 grade and are required for each essay in this class.

Question 4: Based on your experiences in the Writing Center while you were working on Essay 1, what might you do for Essay 2 to help you get the most out of your individual conference?

Turn-In Procedures:

Make sure you are logged into your IVC G-Suite account!

- You will draft your essay in the Google doc provided to you through the Essay 2 assignment on Canvas. All work should be done in this document. When you finish your final draft, you submit your assignment on Canvas.
- You must complete your Writing Center conference and follow up- form by Friday, October 23.

Question 5: What questions do you have about essay 2?

Student Sample 1

Texts for Essay 2

- Chapters 1-4 in *Together: The Healing Power of Human Connection in a Sometimes Lonely World* by Vivek H Murthy, MD
- Chapter 01 "When Failure Leads Us Home: The Trap of the American Dream" by Mia Birdsong. This chapter is from her book *How We Show Up: Reclaiming Family, Friendship, and Community.* Hachette Book Group, 2020
- The Michelle Obama Podcast: Higher Ground:
  - Episode 1: "President Barack Obama"
  - Episode 2: "Protests and The Pandemic with Michelle Norris"

Essay 2 Prompt

For this assignment, you will analyze the importance of human connection by closely studying the social, cultural, and evolutionary causes of loneliness and its impact on individuals, and then describe why it is important for human beings to connect with one another. Then you will argue why it is important *now* more than ever for individuals to come together and build a more connected world. The purpose of this assignment is for you to closely review texts and present a clear, claim-based discussion. You will also need to support your thesis by citing adequate examples and specific details from the texts. You must include information from Chapters 1-4

T Mar 17, 2021

full names of sources

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Is this sequence important, or can I explain why human interaction is important, and only then the reasons for loneliness?

R Rebecca Beck
Apr 17, 2021

As long as you address all of them, the sequence is not important.

Student Sample 2

Question 1: Read the main goals for Essay 2. Based on your feedback for Essay 1, which do you feel confident about in your own writing? Which do you feel are areas of growth for you?

Answer: I feel confident mostly about the part that writing paragraphs is not difficult for me. I can write as much as I want to. I feel confident about it and it doesn't put me under pressure. Also, I feel good about how I start and finish my essays, but still need to work more on my thesis statement. Essay 2 is about loneliness and its effect, and this is the topic that I am comfortable with and I think I will do better than essay 1.

Texts for Essay 2

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- The Michelle Obama Podcast: *Higher Ground*:
  - Episode 1: "President Barack Obama"

R Rebecca Beck ✓ ⋮
7:27 AM Oct 25

No problem! I am glad you are feeling more confident about these points.

Student Sample 3

Main Goals for Essay 2

- **Develop** an argument (claim) based on the ideas in the texts
- **Analyze** *loneliness and its causes and effects* as presented in the texts
- **Discuss** why human connection is important
- **Explain** why it is crucial for human beings to connect in the 21st century
- **Select, quote, paraphrase,** and **summarize** ideas from the texts and podcasts to support your key claims.

Question 1: Read the main goals for Essay 2. Based on your feedback for Essay 1, which do you feel confident about in your own writing? Which do you feel are areas of growth for you?

Answer: I feel confident about analyzing loneliness and its causes and discussing why human connection is important. I'm not sure yet about the part of explaining why it's so important for people to connect in the 21st century.

Question 2: Let's review the language in the main goals. Define *develop, analyze, discuss, and explain.*

Answer:
develop=to make an argument or idea clearer

analyze=to examine or think about something carefully in order to see what it is like or to understand it

discuss=to talk or write about something in detail and consider different ideas or opinions about it

explain= to tell someone about something in a way that is clear or easy to understand

- Students have the opportunity to self-reflect on their writing.

- Students ask questions to help them understand the prompt prior to drafting.

- Unpack unclear language, context, directions, etc.

- It helps me see and understand my areas of growth as they relate to writing essay prompts that are clear for my students.

Using Models

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Using Models: Why?

Students should be provided with appropriate models of what they are being asked to write.

- Discourse structures and writing conventions vary widely across languages. Multilingual students, without intervention, will often write in the rhetorical modes they are accustomed to from their first language (Grabe 2012).

- Native speakers may have not had the exposure to reading and writing in a specific genre and will default to ways of writing they are familiar with.

- Both groups of students do not always have the needed exposure to enough texts to intuit an appropriate structure for an essay based on the prompt alone.

Using Models: Why?

Students should be provided with appropriate models of what they are being asked to write.

- "Learning to write involves acquiring an ability to exercise appropriate linguistic choices, both within and beyond the sentence, and teachers can assist this by providing students with examples of the language they need to create effective texts" (Hyland 334).

- Expert readers and writers (presumably all of us here!) use models all the time when we are expected to produce a text outside our comfort zones.

Using Models: The Counterargument

Some argue that students should not be given models because…

- ...they will just copy them.
- ...they receive the message that there is only one ideal way of completing the assignment.
- ...models inhibit student creativity.

However, the problem is not the models but how the models are used to teach writing.

Using Models: How?

1) **Choose appropriate models.**
   a) *Select good models from students in previous semesters.*
      i) Alternate topics so the focus is on the genre features of the models rather than specifically the ideas.
      ii) Edit examples from students for language errors.
      iii) Ask students for permission before using their writing in future classes. Most are flattered to be highlighted but may not want their names shared.
      iv) Create a mini-booklet of model student writing to pass down to students from semester to semester.
      v) Examples from fellow students can be highly motivating.
   b) *Write examples yourself.*
      i) Mimic student writing to portray common mistakes.

Using Models: How?

2) Vary use of models at different points in the writing process.

    a) *After unpacking the prompt...*
        i) This is particularly useful if the students are being asked to produce a genre that is brand new to them or particularly difficult.

    b) *After a pre-writing activity...*
        i) Allow students the opportunity to brainstorm their own ideas about an assignment first and then compare their thoughts with models.

    c) *During drafting...*
        i) Notice what students are having difficulty with on a particular assignment and intervene by sharing successful models of the specific area of difficulty.

    d) *After writing...*
        i) Highlight models of effective student writing from the class. It can be parts of the essay where a student does something especially well (i.e., a cohesive paragraph, a strong introduction, etc.).

Using Models: How?

3) Analyze models using different techniques.

   a) Analyze both the whole essay and the parts.
   b) Evaluate different models for effectiveness (well-written, okay, poor).
   c) Use a checklist that highlights important parts of the assignment (developed from prompt).
   d) Use analysis questions.

   e) Annotate and create a reverse outline.

   f) Analyze models and then draft.

a) Analyze both the whole essay and the parts.

a) Evaluate different models for effectiveness (well-written, okay, poor).

Thesis Statements

An effective thesis statement:

- is clear and focused.
- Is debatable. (Someone must be able to have a different point of view.)
- helps readers understand how the writer will organize his or her ideas and get readers engaged in the topic.

A thesis statement is NOT:

- a question.
- a topic that is too vague (not specific) or broad.
- a simple statement of fact.
- a statement that tells what you will talk about. (*I am going to write about…*)

Directions: Read the thesis statements below in response to the prompt. Use the criteria above to determine which thesis statements are effective and which are not effective. Write an "E" next to effective thesis statements and an "N" next to thesis statements that are not effective. Then write your reason below each thesis statement for why you believe it is effective or not effective.

Writing Prompt: *What are the benefits of shopping in large chain stores?*

_____ Shopping at some large retailers can be a bad idea.

_____

_____ Buying locally produced products is good for the environment, improves the local economy, and enhances the shopping experience.

_____

_____ Shopping in-store is superior to shopping online for five important reasons.

_____

_____ Signal Hill Mall should not be torn down for three reasons: it provides local residents with necessary goods and services, it offers many employment opportunities, and it gives families a safe and convenient place to spend free time.

_____

_____ What are the benefits of online shopping?

_____

_____ Shopping is a lot easier nowadays.

_____

Many people shop online.

c) Use checklists that highlight important parts of the assignment (developed from prompt).

Appropriateness

☐ Does the writing match the assignment requirements as outlined by the instructor, TA, assignment description, grading rubric, or sample text? Does the work reflect the conventions of the genre or type of writing (e.g., research paper, lab report, lit review, etc.)?

☐ Is the work appropriate for its intended audience (e.g., tone, content, development, format)?

Comments on appropriateness:

Content

☐ Is the content focused, well-reasoned, supported, and developed?

☐ If sources are used, are they introduced, incorporated well, and properly cited? Do they show evidence of thorough research?

☐ Has the writer adequately addressed the topic, including contextualizing the work and considering alternative viewpoints or approaches?

☐ Are there holes in the logic or places where more evidence or analysis is needed?

Comments on content:

Organization

☐ Does the writing progress in a logical and ordered way?

☐ Does the introduction engage the reader, set the tone for the work, establish context, and lead to the main idea or thesis?

☐ If there is a thesis statement, does it establish the purpose and scope of the writing through a specific arguable claim and indicate the organization of the work?

☐ Are body paragraphs clearly focused on a main idea? Do they connect to the main point or thesis and move the writing forward to the conclusion? Is evidence followed by analysis?

☐ Are headings, topic sentences, and transitions used effectively?

d) Use analysis questions.

First Paragraph

1)   What is the purpose of the first three sentences of the essay?

2)   What are some other ways you can begin an essay?

3)   What is the purpose of the rest of the first paragraph?

4)   What article is Chuck E. Cheese summarizing and responding to? Who is the author of this article?

Second Paragraph

5)   What is the purpose of the second paragraph? Is Cheese giving his opinion or is he still summarizing the article?

6)   What is Cheese's thesis statement? Write it below:

Third Paragraph

7)   What happens in the article? (What happens to Rodriguez?)

8)   What is Cheese's response to what happens?

Using Models: How?

3) Analyze models using different techniques.

    a)   Analyze both the whole essay and the parts.
    b)   Evaluate different models for effectiveness (well-written, okay, poor).
    c)   Use a checklist.
    d)   Use questions.

    e)   Annotate and create a reverse outline.

    f)   Analyze models and then draft.

Using Models: Concluding Thoughts

- Models are not templates. Models are resources rather than representative of the ideal ways of completing an assignment.

- Students should be provided with appropriate models of what they are being asked to write.

- However, it is not enough to just give students models. The models must be strategically integrated into instruction.

Q & A

Question 1:

How should feedback for English learners differ from feedback you might give to native speakers, if at all?

Question 2:

With English learners, we often focus on language acquisition issues, such as vocabulary, grammar, etc., but are there other skills that are particularly important for instructors to focus on to support ELs, such as an understanding of American academic essay structure?

Question 3:

I have had students who seem to do pretty well with reading comprehension and writing when they work on their own, but they seem to struggle with classroom discussion because they struggle with oral communication and listening comprehension. Are there strategies you can share to support these students?

Question 4:

In my composition class, I use the Purdue OWL in place of a writer's handbook. Are there additional resources that might be helpful to have in my toolbox to support English learners in my composition classes?

Breakout Rooms

Breakout room instructions:

Now, let's chat about how we support English learners in our own classrooms.

In your breakout room, you will have about 15 minutes to answer the following prompt:

> *Each person in your group should share one strategy from their composition classroom that they think is particularly important for supporting ELs and discuss why that strategy is so impact*

Additionally, please share your strategy on the Padlet.

Shareout

Panelists:

Which strategies shared on the Padlet stand out to you as particularly impactful and why?

Any additional questions?

Thank you!