

Dear Ms. White and Dr. Poast,

Metropolitan State University (MSU) of Denver is requesting approval to begin offering Supplemental Academic Instruction (SAI), pursuant to C.R.S. 23-1-113(1.5) and the SAI policy. We are requesting approval for COF eligible, credit bearing SAI for English (section 2.06 of the SAI policy), and non-COF eligible, non-credit bearing SAI (section 2.07 of the SAI policy) for Math. We will track student success in our SAI models and report our data to CCHE when requested to do so.

The goal of the SAI program at MSU Denver is to provide supplementary support to gateway courses for students with limited academic deficiencies (as defined in section 2.03 in the SAI policy). We will compare our data with data from prior years that had students in similar score ranges taking a remedial course, followed then by the gateway. Ideally, our SAI model will produce stronger outcomes as related to student success in the gateway courses when compared to the remedial model.

Our measures for success will include the following:

- Course grades (A, B, C). Within 3 years, MSU Denver expects course grades for students in SAI sections to be comparable to students enrolled in the gateway courses with no SAI for both English and Math.
- Fall to fall retention rate. The average MSU Denver retention rate for remedial students is 58%, while the average fall to fall retention for all students is 65%. Thus, MSU Denver expects the fall to fall retention rates for students in SAI sections to measure closely to the fall to fall retention rate for all students.

English:

MSU Denver requires all students who score below an 18 on ACT English (or if they have not taken it in 5 years), or below 440 on SAT verbal to take the Accuplacer exam in order to determine placement. Students who score above 94 on the Sentence Skills Accuplacer are placed into College Level English. However, students who score between 80-94 (MSU Denver's definition of limited academic deficiency) on the Sentence Skills Accuplacer exam will now be given a secondary assessment, which will take the form of an essay, to help us determine whether or not to mainstream (with support).

Students who score below 70 on the Accuplacer will be placed into remedial English at the community college. However, they have the option of retesting on the Accuplacer up to two times. The assessment score of 70-94 will automatically prompt the secondary essay assignment. Dr. Jane Chapman Vigil, Professor of English and Assistant Department Chair of English and Dr. Jessica Parker, Assistant Professor of English and Composition Coordinator, will be the English coordinators for SAI. The team, composed of selected SAI instructors, will also assess the secondary assessment with the attached rubric. The student must score at least a one in every category in order to pass the secondary assessment. The secondary essay questions have been developed by MSU Denver English faculty, and asks the student to write and respond to a selected essay prompt. MSU Denver will place Banner enforced prerequisites on each English section (1010, 1010 with SAI) and hand register to ensure that students may only register up to the highest course they placed into. Thus, a student who scores 68 on the English Accuplacer will not be able to register for ENG 1010. They may retake the secondary essay assessment one time.

All English SAI faculty will be composed of English department faculty. Thus, English faculty will teach ENG 1010 and SAI sections. Drs. Parker and Chapman Vigil will also track the satisfactory progress of each SAI student and report the progress to the respective ENG 1010 and SAI instructors to ensure the student is making progress in both classes.

The English SAI catalogue course description is as follows: *This one-hour lab provides supplemental academic instruction with an emphasis on the relationship of reading and grammar to writing.*

The English SAI model is expected to serve approximately 200 students each semester. The matrix below highlights our placement criteria.

Please reference Attachments A, B, C, and D for more specific information which pertains to the MSU Denver English SAI model.

Attachment A: English department SAI plan

Attachment B: Writing rubric for secondary assessment

Attachment C: English SAI syllabus

Attachment D: Approved course syllabus for English SAI

New Placement Criteria for English

Accuplacer score	Secondary essay score	Placement
95 or above	N/A	ENG 1010 (3 credits)
80-94	Pass	ENG 1010 (3 credits) with
		SAI (1 credit)
70-79	Pass	ENG 1008 (3 credits)
		ENG 1009 (3 credits)
80-94	Fail	Remedial
69 or below	N/A	Remedial

^{*}ENG 1008 and ENG 1009 must be taken in consecutive semesters. These two 3 credit courses are a stretch version of the 3 credit ENG 1010 course. MSU Denver began offering these classes in Fall 2012.

Math:

MSU Denver requires all students who score below a 19 on ACT Math (or if they have not taken it in 5 years), or below 460 on SAT Math to take the Accuplacer Elementary Algebra exam in order to determine placement. MSU Denver is seeking authorization to offer non-credit bearing, non-COF eligible SAI for MTH 1080, MTH 1310, MTH 1112, and MTH 1110. MSU Denver has been conducting these classes in this format for the past two years. We are not seeking any changes to our existing protocol at this time. Jean Ethredge, Assistant Director of Math Peer Study, is the MSU Denver liaison for Math SAI. MSU Denver will place Banner enforced prerequisites on each Math section to ensure that students may only register up to the highest course they placed into. Thus, a student who scores 44 on the Math Accuplacer will not be able to register for MTH 1080. Students who score in the peer study range will not have the option of taking the class without peer study.

The course description for the math non-credit SAI is as follows: *The MSU Denver Mathematics Peer Study Program* (MPSP) is a series of instructor-supervised learning sessions organized to supplement the course material from MTH 1080, MTH 1110, MTH 1112 and MTH 1310. It is designed to provide a structured environment of small groups where students will study and receive help from an instructor. Please see attachment E for a description of each math gateway course. The peer study staff is composed of paid peer student math tutors, who spend at least an hour per week with each peer study section. Jean Ethredge tracks the satisfactory progress of peer study students and reports the progress

to instructors. Students who are not making satisfactory progress are contacted by Ms. Ethredge and are provided additional tutoring options and resources, including one on one tutoring.

This peer-study/non-credit SAI model will serve approximately 500-750 students each semester.

New Placement Criteria for Math 1080

The Math 1080 assessment is composed of 25 questions (out of a 75 question test bank) and is taken through Blackboard. This assessment was internally designed by MSU Denver math faculty. Students who score in the range of 45-71 (MSU Denver's definition of limited academic deficiency as related to MTH 1080), and who wish to take MTH 1080, are prompted by the assessment and testing staff, advisors, or the math peer study department to take the secondary assessment. They may retake the secondary essay assessment one time.

Accuplacer score	Secondary assessment	Placement
72 or above	N/A	MTH 1080
45-71	MTH 1080 placement test score > 71	MTH 1080
45-71	MTH 1080 placement test score 40-71	MTH 1080 with non-credit SAI
<45	N/A	Remedial

^{*}Score of 45 was chosen because that is the score required to gain access to MAT 090, which serves as the prerequisite class for MTH 1080. In the spirit of the SAI model, MSU Denver feels like it is better to co-req an SAI course with MTH 1080 than it would be for a student to take MAT 090 one semester, followed by MTH 1080.

New Placement Criteria for MTH 1112 and MTH 1310

Accuplacer score	Secondary assessment	Placement
100 or above	N/A	MTH 1112 or 1310
85-99	N/A	MTH 1112 or 1310 with non-credit SAI
< 85	N/A	Remedial

New Placement Criteria for MTH 1210 and 1610 (no SAI plans for fall 2013 for these courses)

Accuplacer score	Secondary assessment	Placement
72 or above	N/A	MTH 1210 or 1610
< 72	N/A	Remedial

New Placement Criteria for MTH 1110 (ACT must be 22 or higher for college level placement in MTH 1110 with SAI to be exempt from the Accuplacer)

Accuplacer score	Secondary assessment	Placement
N/A	CLM score > 44	MTH 1110
105 or above	CLM score > 30	MTH 1110
105 or above	CLM < 30	MTH 1110 with non-credit SAI
90-104	CLM > 22	MTH 1110 with non-credit SAI
< 90	N/A	Remedial

^{*}The traditional cut score for Math is 85 (based on CCHE Remedial policy), but this number is based on gaining access to College Algebra. Based on historical evidence, students who score a 72 are just as likely to succeed in MTH 1080, MTH 1210, and MTH 1610 than those who scored a 85 or above.

Please see the attached Peer Study contract and attached course descriptions pertaining to General Studies Math. Please let us know if you have any questions about our placement plan for English and Math. We are happy to provide any additional documentation if necessary.

Sincerely,

Dr. Eric Dunker

Director, Extended Campus

MSU Denver

Department of English Metropolitan State University of Denver SAI Proposal

Attachment A

ENG 190G Course Description:

This one-hour lab provides supplemental academic instruction with an emphasis on the relationship of reading and grammar to writing.

ENG 1010 Course Description:

ENG 1010 is a course focusing on the process of writing and revising college level texts in three major categories: arguments through-personal reflection, arguments through analysis, and arguments through interpretation. The course employs lecture, discussion, workshop, and conference methods. Students learn how to read, summarize, and analyze texts. Students demonstrate their ability to generate, organize, and produce writing for appropriate audiences. Coursework does not include research and documentation of secondary sources. Students must receive a C- or better to earn course credit.

Purpose—

The purpose of English 190G is to provide designated students enrolled in ENG 1010 (Composing Arguments) with additional support. During the 2012-2013 academic year, MSU-Denver offered four sections of Eng 1008/1009—referred to as stretch English for students who scored 80 or above on the Accuplacer. The three instructors met with Dr. Jessica Parker to discuss the students enrolled, focusing on writing deficiencies and whether or not these students would have been successful if they had been able to enroll in ENG 1010. Several ideas developed from that meeting. All three instructors felt a number of the students didn't really need to be in the class as their academic writing, critical reading and critical thinking skills were comparable to many students enrolled in ENG 1010. The general consensus concluded that the students, though, could use additional support with critical reading and grammar as they relate to writing. Drs. Parker and Chapman Vigil used this information to write the ENG 190G (Writing Lab) syllabus and for Dr. Parker to create a specific course syllabus (see attached documentation).

Members of the Department of English have put a lot of time and thought into the role of remedial education over the past five years. Research has shown the problems associated with remediation, including the inaccuracies of placing students in classes based on testing like the Accuplacer. Looking at models at Arizona State University and Middle Tennessee State University, we understand that the needs of the student body at MSU-Denver are diverse and in order to help students succeed we need to be able to offer a curriculum that will enhance and not stop their academic progression.

Our one-credit SAI course will do that. Students, in a class size of 24, will meet for one hour each week with a qualified instructor. All SAI instructors have at least a Master's degree

in English or closely related field and have taught ENG 1010 at MSU-Denver and some have also worked as tutors in the MSU-Denver Writing Center. We specifically selected instructors who have taught (and are teaching) ENG 1010 so they have a clear understanding of the student learning outcomes and expectations of the course. Drs. Parker and Chapman Vigil will coordinate the program and work with the instructors from both 190G and 1010. As has been the practice for the past three years, instructors will be required to attend professional development and training workshops offered within the department each semester. Bi-weekly meetings will be held to discuss student's progress in the SAI as well as ENG 1010. Drs. Parker and Chapman Vigil will coordinate these meetings and get the data from instructors involved. As our program grows, resources will be allocated for training purposes.

Goals—As stated in the syllabus, upon completion of the course, students should be able to:

- 1. Recognize the structures of an essay.
- 2. Identify patterns of usage in their own and others' writing.
- 3. Break down texts into meaningful units.
- 4. Analyze language use and structure in texts.

Cut-Scores

Students who score 80-94 and pass the secondary assessment are eligible to enroll in ENG 1010 with a required 1-credit SAI (ENG 190G). Are current cut scores are based on data gleaned from this past year ENG 1008/1009 sequence. Ideally, we need to look longitudinally at success and completion rates in comparison to students who test into ENG 1010. We are not going to accept the bottom-tier of 090 scores, until we gather some data that shows what will be most beneficial for these students.

Secondary Assessment and Scoring

The secondary assessment will be a writing prompt (see attached) given to the students with a 45-minute time limit to complete. The essay will be scored based on the attached rubric used in previous ENG 1010 assessments conducted at MSU-Denver. As long as a student scores at least a 1 in each category, we feel the student should be eligible to participate in ENG 1010 with SAI. We've included data from our last ENG 1010 assessment (using the same rubric) that looked at students at the end of 15 weeks of instruction.

	Thesis/Focus	Organization	Support and Reasoning	Audience Awareness	Style/Mechanics
Ave.	3.0	2.82	2.67	2.65	2.9

Course Methodology

As identified in Dr. Parker's course syllabus, the focus of the SAI will be to build necessary skills for effective and persuasive writing. To that end, class time will be spent on reading and annotating academic texts; practicing thesis construction, essay organization and development; learning grammar and mechanics in relationship to writing. Students will use the textbook from ENG 1010 in the SAI, they will keep a grammar notebook, and they will use an online WritingClass platform to help them with specific grammar tasks.

Attendance will be mandatory. Failure to pass the SAI means failure to pass ENG 1010.

Interventions

If a student is not doing well in ENG 190G, we will take the following steps:

- 1. Every two weeks, ENG 190G instructors will inform Drs. Parker and Chapman Vigil about any student who is not performing adequately.
- 2. Drs. Parker and Chapman Vigil will check on these students' performance in ENG 1010.
- 3. If the student is performing well in ENG 1010, but not ENG 190G, Drs. Parker and Chapman Vigil will meet with the student and discuss their placement.
- 4. If the student is not performing well in ENG 1010, an appropriate intervention will be determined, including:
 - a. Mandatory Writing Center visits for extra help in crafting essays
 - b. Mandatory Tutoring Center visits for extra help in reading or language use.
 - c. Additional work in WritingClass exercises based on specific areas the student is struggling in. Progress in these will be monitored by the ENG 190G instructor.
- 5. If improvement is seen following the above interventions, no further steps will be taken.
- 6. If improvement is not seen following the above interventions, Drs. Parker and Chapman Vigil will meet with students and discuss their options.

Assessment Plan

Students enrolled in ENG 1010 with SAI will be expected to participate in the regular General Studies assessment. Written Communication will be assessed during the '13/'14 academic year then again in the '17/'18 academic year. However, because of our interest in the project and our need to see the success of the program, students enrolled in the SAI will submit

an essay at the end of the term that will be assessed with the same rubric (and reader) as at the beginning of the term. In addition, students who complete ENG 1010 with SAI will be followed through the second semester course—ENG 1020—with a mid-term grade check and a written assessment check of their final paper. The rubric for this scoring will be slightly different since there is a research component added, but it will be the same rubric used for two previous program assessments, so that we will have some comparative data.

Intermediate Benchmarks during ENG 1010 with SAI:

- --passing grade on all essays in 1010 (C- or better)
- --meet four-week goals made in the WritingClass (set by the student and modified with instructor input based on essay grades)
- --midterm assessment of the students progress in reading, writing and language understanding—a progress report will be sent to the ENG 190G instructor and the ENG 1010 instructor

Writing Prompts

Writing Sample ENG 1008 and ENG 190G

Please write an essay that addresses ONE of the following prompts. You will have 45 minutes to write this essay in class today. If you type the essay, please double space the document and use 12 point font.

By providing some information about how the class currently approaches writing tasks, this essay will help your instructor appropriately support each of you and your writing this semester.

Please include your name and the prompt you responding to at the top of your essay. Please support your position in the essay with examples drawn your experience.

Prompt A

What makes writing effective? Why?

Prompt B

Describe your best or your worst writing experience. Explain why it was the best or worst.

Prompt C

Explain if you think students should have to take a First-year Writing class (a class like ENG 1010 or ENG 1008/1009).

Writing Rubric—Secondary Assessment (MSU-Denver, Department of English) (Attachment B)

Criteria	0	1	2	3	4
A. Thesis/Focus	Not Evident	Reader cannot determine thesis and purpose OR thesis has no relation to the writing task.	Thesis and purpose are somewhat vague OR only loosely related to the writing task.	Thesis and purpose are fairly clear and match the writing task. Thesis points to a clear position.	Thesis and purpose are clear to the reader and clearly states the writer's position; closely match the writing task. The thesis clearly states a strong position.
B. Organization	Not Evident	Unclear organization OR organizational plan is inappropriate to thesis. No transitions.	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas.	Organization supports thesis and a sense of purpose. Transitions and sequence are mostly appropriate.	Organization fully supports thesis and a sense of purpose. Sequence of ideas is effective. Transitions are effective.
C.Support and Reasoning (ideas and details)	Not Evident	Offers simplistic, undeveloped or cryptic support for the ideas. Inappropriate or offtopic generalizations, faulty assumptions, errors of fact.	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive.	Offers solid reasoning, but ideas stated are not developed. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples and appears to support the thesis.	Substantial, logical and concrete development of the essay. Assumptions are made explicit. Details are germane, original and convincingly interpreted and clearly support the thesis.
D. Audience Awareness	Not Evident	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self.	Stance is that of a novice attempting to write for instructor. Misuse of language—inappropriate vocabulary (words that sound important but do not fit the context of the essay).	Writer meets reader's needs with some skill, but is not as consistently successful. Demonstrates awareness of academic discourse.	Writer consistently and skillfully anticipates reader's needs by explaining specialized language and jargon and providing appropriate depth of context for the subject. Attempts to appropriate academic discourse.

E. Style/Mechanics	Not Evident	Superficial and	Sentences show	Sentences show	Sentences are varied,
and Usage		stereotypical language.	little variety,	some variety and	complex and employed
		Oral rather than	simplistic. Diction	complexity. Uneven	for effect. Diction is
		written language	relies on clichés.	control. Diction	precise, appropriate,
		patterns predominate.	Tone may have	generally	using advanced
		Mechanics and usage	some	appropriate less	vocabulary. Tone is
		errors so severe that	inconsistencies in	advanced. Tone is	consistent, suitable for
		writer's ideas are lost.	tense and person.	usually appropriate.	topic and audience.
			Repeated	Mechanical and	Evidence of control of
			weaknesses in	usage errors that do	diction and mechanics.
			mechanics and	not interfere with	
			usage. Pattern	meaning.	
			errors.		

English 190G Section

Writing Lab syllabus

Dr. Jessica Parker

Attachment C

Office Information: KC 460 Office hours:

Phone: (303) 556-8480 Email: parkejes@mscd.edu

Required Materials:

Howard, Rebecca Moore. Writing Matters for Metropolitan State College of Denver,

ENG 1010/ENG 1020. Boston: McGraw-Hill, 2011. Print

Access to Writing Class online platform through:

WritingClass access card- ISBN: 9780312573850

OR

Reading Critically, Writing Well + a WritingClass access card – ISBN: 978-1- 4576-6556-1 (if your ENG 1010 is using Reading Critically, Writing Well)

Catalog Description: This one-hour lab provides supplemental academic instruction

with an emphasis on the relationship of reading and grammar to writing.

Class Methods: This class is designed to enhance student writing abilities through

the working on issues related to reading and annotating texts, SAE grammar and usage, and the structures of academic essays. The focus will be on building the skills necessary to write effectively and persuasively, including understanding texts, effective thesis construction, organization and development of ideas, and elements of mechanics and style. This goal will be pursued through analyzing essays read in ENG 1010, activities to help identify usage patterns, online work with grammar and mechanics, and group and class activities.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

- 1. Recognize the structures of an essay.
- 2. Identify patterns of usage in their own and others' writing.
- 3. Break down texts into meaningful units.
- 4. Analyze language use and structure in texts.

Credit Hours and Work Load: This is a 1-credit hour class. This means we will spend

15 hours in the classroom for the term. For each hour spent in the classroom, you should expect to spend two hours on work outside the classroom.

Class Policies: This will be a class that focuses on group work and discussions, so

attendance is necessary. Habitual absences will affect your grade. If you are 30 or more minutes late to a class, or if you leave 30 or more minutes early, you will be counted absent. Any day that you are absent, you lose class work and attendance points. If you miss more than 30% of class meetings, you will receive an F.

Electronic devices like smart phones or laptops may be used for academic purposes in the classroom. They should not be used for texting, games, listening to music, or any other non-academic purpose. Please make sure that phones are turned off or set to vibrate.

If you need to miss class for religious reasons, please see the syllabus policies page for the policy on religious holidays.

If you need accommodations under the Americans with Disabilities Act, please see me as soon as possible to discuss your needs. Please see the separate syllabus policies page for information about ADA and other college policies.

ConnectU: Class notes and assignment sheets will be available on the course

page. They will be in folders under the files tab. I do not hand out notes in class.

Email: Email is the most effective way to communicate with me outside of the

classroom and office hours. Generally, I answer email within 48 hours. Please use your MSU Denver email to email me. Please use a subject line that identifies the course you have a question about. I will use email to communicate with the class through the ConnectU course page, so regularly check your MSU Denver email.

Classroom Behavior: The class will be based around group work and class

activities. This requires that you act respectfully and courteously to all of your classmates. Any behavior that is disruptive to others--talking during someone's presentation, insulting or disparaging other students, distracting others from the lectures or other class work, texting in the classroom, etc.—may result in a lowered class work or attendance grade and possible disciplinary action. The disciplinary action would include the involvement of Student Conduct and Conflict Resolution Services (SCCRS). The student handbook has specific college policies about students' rights and responsibilities for issues including appropriate classroom behavior and academic integrity.

Responsibilities: I take this class seriously and hope that you do too. Doing well in

this class is your responsibility. I can only guide you through and help you; I can't do the work for you. If you spend the appropriate amount of time on assignments and hand them in on time, come to class prepared, and participate in the classroom activities, you should do well in this class (doing well does not necessarily mean earning an A). If you hand in late work, skip class or come unprepared, or don't turn in assignments, you won't do well.

Grades: Your grades will be based on a grammar journal, grammar assignments,

attendance and participation, and reading annotations on the readings assigned in your ENG 1010 class. There are 100 points possible. 90%-100% is an A; 80%-89% is a B, 70%-79% is a C, 60-69% is a D, 0%-59% is an F. The final grade will be determined in the following way:

Grammar journal: 25 points

Annotations : 30 points

Grammar assignments: 20 points

Attendance: 15 points (one point per class day)

Participation: 10 points

Total: 100 points

The participation grade participation in class activities. Some of these activities will receive number grades, while others will be graded on a $\checkmark+,\checkmark$, $\checkmark-$ system (which corresponds to extraordinary, satisfactory, and less than satisfactory achievement).

Due Date Policy: Assignments are due in class, as a hard copy, on the date listed on

the schedule. I will accept work without a late penalty until the end of the day the assignment is due (11:59 p.m. if sent by email). If you email me an assignment, you must bring a paper copy to me at the next class meeting.

Late Work Policy: I do accept late work for most assignments. Late work loses 10%

from its grade for each day that it is late. For example, if a paper is due Tuesday but is handed in on Wednesday, the grade will be 10% lower. If it is handed in the following Tuesday, the grade will be 70% lower. I will not accept work more than one week late. In the case of a dire and documented emergency, bring me the documentation, and we can discuss a lowered or no late penalty and whether work will be accepted more than a week late.

Reading Assignments: We will work with the texts that you are assigned to read in

your ENG 1010. We are reading these to learn about writing strategies and effective persuasive rhetoric. Because of this, I expect that you will read all assigned essays at least twice. The first read through should focus on understanding the essay's content. The second should focus on understanding the rhetorical strategies and techniques. I also expect that you will annotate the essays to facilitate both class work and your own learning. We will discuss this more fully the second week of class.

Reading Annotations: Each week, you will turn in copies of annotations on texts you read for your ENG 1010 class. We will also work on annotations in in-class activities.

Grammar Journal: Each week, you will write entries in a journal that tracks your

understanding of your grammar and usage patterns, provides definitions of issues you are struggling with, and provides notes for solutions to those issues.

Grammar Assignments: We will have a variety of grammar assignments both in

class and as homework. Some of these will be provided in class; others will be available in WritingClass online. These assignments will address the areas of struggle for individual students.

The Writing Center: The Writing Center is a resource that you may use to get help on

your essays. The Writing Center, KC 425, provides one-on-one tutoring for students. Tutors provide feedback on essay drafts, or they can help you develop a topic and brainstorm an essay. If you use the Writing Center, please provide them with the assignment sheet so that they can provide the most effective help.

Weekly Schedule

Week 1: Introduction to the class; Writing sample (secondary placement)

Week 2: Annotations: Why and How

Week 3: Introduction to WritingClass online platform; Diagnostic quiz

Week 4: Effective introductions

Week 5: Effective conclusions

Week 6: Thesis statements: What, why, and where

Week 7: Developing ideas: What should I include?

Week 8: Patterns in our writing and reading

Week 9: Organization: Beyond the 5-paragraph structure

Week 10: Organization: Beyond the 5-paragraph structure

Week 11: Workshops for essays for 1010 classes

Week 12: Workshops for essays for 1010 classes

Week 13: Annotating our own work

Week 14: Workshops for essays for 1010 classes

Week 15: Applications to future writing tasks

Important note: each week will also have grammar activities either in class or in the Writing Class platform.

OMNIBUS* COURSE SYLLABUS

ATTACHMENT D

School of LAS

Department:	<u>ENG</u>		Instructor: <u>Jessica Parker</u>
Prefix and Cou	ırse Number: <u>EN</u>	G1900 Semesto	er/year offered: <u>SU 2013</u>
Banner Numb	er (for Academic	and Student Affairs use)	:
	_	Il be ineligible for the COF stipend vw.mscd.edu/news/cof/cof_faq.htm	and must pay the full tuition for the omnibus course. Please see COF-FAQ for detail. $\underline{\bf n}$)
Course Title: V	Vriting Lab		
Credit Hours:	1 (1+0)		
Total Contact	Hours per semes	ter (assuming 15-16 wee	k semester):
Lecture <u>15</u> La	b <u>0</u> Internship	o <u>0</u> Practicum <u>0</u> Other (s	pecify type and hours): <u>0</u>
Meeting Times	s/Dates:		
Grading Mode	e(s): <u>L</u>	Schedule Type(s): <u>L</u>	
Prerequisite(s)	: Score of 80 or a	above on Accuplacer	
Corequisite(s):	ENG 1010		
Banner Enforc	ed:		
Prereq	juisite(s): <u>Score o</u>	of 80 or above on Acculpla	<u>cer</u>
Corequ	uisite(s): <u>1010</u>		
Prereq	juisite(s) or Cored	quisite(s):	
Course Descrip	otion:		
This one-hour	lab provides supp	plemental academic instru	uction with an emphasis on the relationship of reading and

Required Reading Materials

grammar to writing.

Parker, J. & Vigil, J. (2013). Writing Lab Instructional Handbook.

Evaluation of Student Performance

- 1. Attendance and participation.
- 2. Grammar journal and grammar assignments
- 3. Reading annotations

Specific Measurable Student Behavioral Learning Objectives:

- 1. Recognize the structures of an essay.
- 2. Identify patterns of usage in their own and others' writing.
- 3. Break down texts into meaningful units.
- 4. Analyze language use and structure in texts.

Detailed outline of course content (major topics and subtopics) or outline of field experience/ internship (experience, responsibilities and supervision) (format – I, A, 1, a, etc.) – PLEASE SEE NOTE BELOW:

Note: The outline listed below are activities that will take place each class period rather than in sequential weeks.

I. Read and identify structural patterns of an essay.

- **A.** Types and purposes of introductions.
- **B.** Types and purposes of conclusions.
- **C.** Development and organization of ideas.
- **D.** Practice structural patterns with assigned essays.

II. Discuss usage patterns.

- **A.** Share grammar journal.
- **B.** Complete activities/exercises related to findings in the grammar journal.
- **C.** Develop an awareness of language and discuss issues related to grammar.

III. Analysis of Text

A. Introduce reading annotations.

B. Practice reading annotations from class assigned readings.

C. Practice rhetorical reading skills.

¹ NOTE: If the omnibus course includes student and/or course instructor research that involves (1) interviewing subjects and/or (2) handling personal data and/or (3) topics which could be viewed as "sensitive" (e.g., personal political views, health data, sexuality, etc.), then approval by the Office of Academic and Student Affairs will require assurance that the guidelines described at the end of this document have been followed.

ADA Syllabus Statement

The Metropolitan State University of Denver is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, then you must first register with the Access Center, located in the Auraria Library, Suite 116, 303-556-8387.

The Access Center is the designated department responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to my receipt of your faculty notification letter from the Access Center. Please note that accommodations are never provided retroactively (i.e., prior to the receipt of your faculty notification letter.) Once I am in receipt of your official Access Center faculty notification letter, I would be happy to meet with you to discuss your accommodations. All discussions will remain confidential. Further information is available by visiting the Access center website, msudenver.edu/access/.

Excerpt from

METROPOLITAN STATE UNIVERSITY OF DENVER GUIDELINES FOR THE PROTECTION OF HUMAN SUBJECTS

Available in full on the MSU Denver website:

msudenver.edu/irb/planningastudy/classprojectorresearch/

This required course content MUST be part of the "Detailed outline of course content" section of the independent study course syllabus OR a statement must be attached that clearly states how the proper procedures have been followed by the course instructor and/or the student.

THE ASSOCIATE VP FOR ACADEMIC AND STUDENT AFFAIRS CANNOT SIGN AN INDEPENDENT STUDY SYLLABUS THAT APPEARS TO INVOLVE HUMAN SUBJECTS AND/OR PERSONAL DATA UNLESS THIS INFORMATION IS PROVIDED.

Attachment E, Math Course descriptions

MTH 1080 - Mathematical Modes of Thought

This course is an introduction to the spirit and methods of mathematics. It includes problem-solving strategies, introductory financial mathematics, probability, statistics, and other topics demonstrating the interdisciplinary applicability of mathematics. (Prereq: One and one-half years of high school algebra, or the equivalent, and an appropriate score on the mathematics preassessment placement test.) (GT-MA1)

3.000 Credit hours

3.000 Lecture hours

MTH 1110 - College Algebra

The topics covered include equations and inequalities, functions and graphs, exponents and logarithms, conic sections, linear systems, elementary probability, and the binomial theorem. Basic algebraic skills are essential as a prerequisite to this course. All sections will integrate the use of a graphing calculator into the course. A specific calculator will be required. Note: Credit will be granted for only one prefix: HON or MTH. (HON 1110) (Prereq: An intermediate algebra course or one and one half years of secondary school algebra or equivalent and approriate score on the mathematics preassessment placement test.) (Guaranteed Transfer - MA1)

4.000 Credit hours

4.000 Lecture hours

College Algebra thru Modeling - 32940 - MTH 1112 - 001

This modeling section of College Algebra is for students who do not need to continue with MTH 1320, Calculus for Mgmt & Social Sciences, or MTH 1410, Calculus I. Students must have an appropriate prerequisite. (See Department Notes). The TI-83 or TI-84+ graphing calculator is required for this course.

Associated Term: Spring 2013

Registration Dates: Nov 01, 2012 to Feb 06, 2013

Levels: Undergraduate

Attributes: GS Level I Mathematics, GS12 Quantitative Literacy

MTH 1210 - Introduction to Statistics

This course is an introduction to the principles and techniques of descriptive statistics, probability, regression analysis, and statistical inference (estimation and tests of hypotheses). Students will work with data on problems related to their own interest or field of study. Note: Credit will not be given for both MTH 1210 and MTH 1230. (Prerequisite(s): Two years of high school algebra or equivalent and an appropriate score on the mathematics preassessment test.) (GT—MA1)

4.000 Credit hours

4.000 Lecture hours

Levels: Undergraduate

MTH 1310 - Finite Math - Mgmt & Soc Scncs

This course stresses the application of mathematics to business and the social sciences. The topics covered include evaluation and graphing of functions, the geometry of straight lines, operations on matrices, solving systems of equations, and an introduction to set theory and probability theory. All sections will integrate the use of a graphing calculator into the course. A specific calculator will be required. (Prereq: One and one-half years of high school algebra or equivalent and an appropriate score on the mathematics preassessment placement test.) (Guaranteed Transfer - MA1)

4.000 Credit hours

4.000 Lecture hours

MTH 1610 - Integrated Mathematics I

This course integrates mathematical topics, including those from algebra, geometry, probability and statistics. Students take a concept-oriented approach to: exploring critical problems; deriving and justifying multiple solutions; analyzing and communicating the reasoning behind these solutions. (Prerequisites: One and one-half years of high school algebra or equivalent and an appropriate score on the mathematics preassessment test or permission of instructor.) 3.000 Credit hours

3.000 Lecture hours

- What is the specific rationale from each department as to why we are choosing the SAI model:
 - What does the evidence suggest? Why do we think this will be more effective than the remedial model
 - English, why SAI for credit
 - Math, why SAI not for credit (peer study model)

The Math Department has been using the Math Peer Study Program for MTH 1110, MTH 1310, and MTH 1080 since 1993. This program was approved by CCHE. We are also now using peer study with the new course, MTH 1112, College Algebra through Modeling. The evidence suggests that the students in peer study succeed at approximately the same level as the students who are not required to be in peer study. The peer study model is non-credit because students do not receive a grade in their peer study class; however, attendance is mandatory. The students do their math assignments from their math class with their peers and with the aid of a peer study instructor in the peer study sessions.

For the 2010-2011 academic year, a total of 1212 students participated in the Math Peer Study Program (MPSP). This represents 37% of the total students enrolled in the four courses supported by the MPSP.

Below is a summary of the most recently compiled student success rates of the program for the 2012 – 2011 academic year. "Regular" refers to all students not in the MPSP, the Math Peer Study Program. (Success = Final Grade of A, B, C in MTH1110, MTH 1112 and MTH1310 and grade of A, B, C, D in MTH1080.)

	MTH	1080	MTH	1110	MTH	l 1112	MTH	1310	To	otal
Semester	MPSP	Regular								
Fall, '10	90.0%	80.5%	50.6%	56.6%			59.3%	67.6%	57.4%	72.1%
Spring '11	84.6%	83.1%	49.0%	60.2%	85.7%	80.0%	63.0%	58.1%	57.8%	72.5%
Sum '11	89.5%	85.0%	65.9%	70.0%			79.5%	87.5%	75.5%	82.9%
Fall '11	86.5%	80.1%	46.3%	64.2%	71.7%	78.8%	65.3%	62.2%	59.6%	73.6%
Total	87.1%	81.5%	49.7%	60.4%	73.3%	78.9%	63.5%	63.8%	59.3%	73.4%

Can we have more in depth SAI content descriptions for Math and English (can we attach syllabi?)

There is no syllabus for the peer study program. Students do their math assignments from their math classes while in the peer study session. They can do supplemental chapter reviews if they choose; they also have access to on-line learning systems (i.e, Khan Academy, MyMathLab or WebAssign) while in the peer study session for more practice.

- Data that includes the # of students that will be affected by this new policy
 - O How many students do we expect this SAI policy to affect (how many students took 090 in ENG in fall 2012, and how many students took peer study in Math for Fall 2012?)?

In Spring semester, 2011, there were approximately 1508 students enrolled in MTH 1080, MTH 1110, MTH 1112, and, MTH 1310 of which 567 were in peer study.

Peer Study Courses	# of Students in Peer Study	Math Class	# of students in math classes	% of peer study students in the math classes
8000	36	MTH 1080	572	6%
0011	230	MTH 1110	405	57%

0012	53	MTH 1112	86	62%
0031	248	MTH 1310	445	56%
Totals	567		1,508	37.6 %

• How will we specifically monitor the progress in Math and English? Will we intervene for students who are not doing well in SAI? What will this look like?

For coordination purposes, at the beginning of each semester, math instructors are given a list of their students in the Peer Study Program, the peer study class time and room location along with the contact information of the peer study instructor. At any time, the math instructor can provide materials to the peer study instructor and can request that specific topics be reviewed in the peer study session.

Attendance in the Peer Study Program is monitored. Students in the Peer Study Program are required to sign an agreement that states their enrollment in the math class is contingent upon their participation in the Peer Study Program. Students are allowed 6 absences for personal reasons for the entire semester. Students who exceed the number of allowable absences are withdrawn from their math class and peer study session if they do not have a satisfactory grade in their math class.

MTH 1080: Mathematical Modes of Thought and the secondary 1080 General Placement Test.

MTH 1080 is a non-STEM course meant to satisfy the State's Quantitative Literacy requirement. Although this course is predominantly a non-algebraic course, students are required to take the elementary algebra accuplacer to meet the prerequisite mth 1080. For this course, the MTH 1080 General Placement Test, GPT), (an "in-house" placement test) is used as a secondary assessment to the elementary algebra accuplacer. The questions on this placement test are based on the skills needed to succeed in the MTH 1080 course.

Using the Fall, 2012 semester, 16 students took our secondary test. Given their elementary algebra accuplacer score was 45 or higher and the score on the GPT was 40 - 100, 81.3% passed the course with an A, B, or C. This placement test may be a better predictor of success than the elementary algebra accuplacer. Future data will be collected.

mth 1080 Gen.Placement Test Score: 40-100

Grades	COUNT	%		
A, B, C	13	81.3%		
D, F, NC	3	18.8%		
A, B,C, D	15	93.8%		
F, NC	1	6.3%		

mth 1080	Elem. Algebra	Elem. Algebra Score: 72-120	
Grades	COUNT	%	
A, B, C	76	70.4%	
D, F, NC	32	29.6%	
A, B,C, D	89	82.4%	
F. NC	19	17.6%	

MTH 1210 Introduction to Statistics, MTH 1610 Integrated Mathematics and using the lower cut score of 72 on the Elementary Algebra Accuplacer:

In approximately 2002, the score of 72 on the elementary algebra accuplacer was the original cut-score set by CCHE for general studies math courses. We find that this score is still appropriate for MTH 1210 and MTH 1610 rather than the current cut-score of an 85.

In the Fall semester 2012, 23 MTH 1210 students out of 447 students scored between 72 and 84 on the elementary algebra accuplacer and 70.% of these students earned either and A, B, or C while 30% earned a D, F or withdrew from the course with an NC. 59 MTH 1210 students out of 447 scored an 85 or higher on the elementary algebra accuplacer; of these 73% earned an A, B, or C while 27% earned a D, F or withdrew from the course with an NC.

Many of the students taking MTH 1210 have already completed a higher level math course. If we combine all groups of students, those with higher level math courses, those who took remedial classes and those with various accuplacer scores, the pass rate is 73% for MTH 1210. SAI is not necessary for this course.

As for MTH 1610, Integrate Mathematics, using the data from Fall semester, 2012, there is a 78.1% success rate for students who tested between 72 – 84 on the elementary algebra accuplacer. There is a 93.3% success rate for students who tested between the cut scores of 85-120. If these two groups are combined, there is an 87.0% success rate for MTH 1610. There is no need for SAI for this course and the lower cut-score of 72 is appropriate.

MTH 1110 College Mathematics and the higher cut score of 90 on the Elementary Algebra Accuplacer:

Using the data from the Fall semester, 2012, we find the highest success rates in college algebra are for those students who score 105 or higher on the elementary algebra accuplacer. The elementary algebra accuplacer may be an inappropriate assessment test for college algebra, which contains college-level mathematics. For the past two semesters, students needing to take the elementary algebra accuplacer have also been required to take the College Level Math Accuplacer. Our findings show that a CLM scores higher than 40 may be a better predictor of success in MTH 1110.

Elementary Algebra Accuplacer Scores

EA Scores:	90-104	105-120		
count	45	44		
A, B, C	51.1%	70.5%		
D, F, NC	48.9%	29.5%		

College Level Math Accuplacer (CLM Scores)

CLM Scores	31-40	41-74
count	13	31
A, B, C	48.1%	77.5%
D, F, NC	51.9%	22.5%