

Documentation for Laura Foster's Sabbatical Proposal

Background

Texas House Bill 2223 requires colleges across the state to accelerate the path of remediation for Developmental Education students. Specifically, the law calls for significant numbers of students to be placed into co-requisite course models wherein a student simultaneously takes a credit class (ENGL 1301, HIST 1301, et cetera) and some sort of developmental support instruction. Collin will be responsible for developing co-requisite courses and placing a minimum of 25% of our developmental students into such courses for the 2018-2019 academic year, scaling up to 75% of students by 2020-2021.

In the meantime, the Texas Higher Coordinating Board has been adjusting TSI test scores and creating 60x30TX, a plan designed to increase the number of college graduates partly by moving Adult Basic Education (ABE) students into Workforce Education. The stated vision of the Board is for *Texas to "significantly improve the success of underprepared students by addressing their individualized needs through reliable diagnostic assessment, comprehensive support services, and non-traditional interventions to include modular, mainstreaming, non-course competency-based, technologically-based, and integrated instructional models."*

Needless to say, the Integrated Reading & Writing (INRW) Department at Collin has been and is continuing to adapt to the fast-paced changes in our discipline, is gearing up to meet all the new mandates, and making the program changes necessary to assure that workforce students have the basic skills required in today's job environment and that transfer-bound developmental students articulate smoothly not only into English but also all the other credit-level classes that demand strong reading comprehension and writing ability. Our newly hired Director of Developmental Education is currently introducing an implementation plan to—among other things—create co-requisites, redesign our Aim Centers, and create supplemental instructional material.

My Role

I am slated to pilot sections of the INRW 0315/ENGL 1301 pairings next spring. While I am already preparing fresh assignments for my paired classes, our department anticipates more need to generate adaptable course materials that we can use in free-standing courses, paired courses, tutoring centers, and self-paced pathways. And here is where my sabbatical proposal comes in. I think it enjoys the support of the District Director because it is imperative that, as we transform ourselves to align with the revised expectations of the state, employers, and the college, this material be consistent. We also want it to conform with the teaching philosophy of our faculty (a philosophy informed by our collective decades of teaching experience and a good understanding of what the research identifies as the best practices that lead to student success).

Basic Plan

I want to create a repository of teaching material to assist my department in meeting student needs as we transition from a department that has primarily offered three levels of traditional, 16-week, face-to-face courses to a leaner one that will likely reduce class offerings, eliminate course levels, and move increasingly to co-requisites, non-course-based options, and self-tutoring within setting of a lab or specialized writing center.

My goal is to cover the basic reading and writing principles that credit-level professors need students to know but have limited opportunities to address—especially grammatical

concepts. Without these skills, the students who failed the TSI test are unlikely to be successful in their college-level courses, whether English or any other discipline.

I will produce a series of PowerPoints and generate a cache of downloadable hand-outs, quizzes, and practice activities designed to complement the presentations. I expect to concentrate on the following grammar topics: the parts of speech (nouns, verbs, adjectives, adverbs, conjunctions, pronouns, prepositions, interjections, and articles); verb tense; common verb errors; pronoun errors; run-ons and fragments; the four basic sentence patterns (simple, compound, complex, and compound-complex); comma usage; other punctuation marks; and capitalization rules. The reading and writing concepts I would cover will include note-taking, annotation, active reading strategies, thesis construction, main idea vs. supporting details, summary writing, plagiarism, idea generation, paragraph organization, vocabulary building, proofreading skills, sentence refinement, and tone.

My PowerPoints will be thorough, providing background, theories, strategies, and examples, and they, along with the accompanying hand-outs, quizzes, and practice activities, will make valuable resources that can be made available to both the students themselves and all our INRW professors (especially our associate faculty members).

Timeline

Month One	<ul style="list-style-type: none">• Survey the faculty—INRW, credit English, and other faculty being identified to teach course pairings--regarding the perceived priorities and ideas for content
Month Two	<ul style="list-style-type: none">• Complete the PowerPoints dealing with grammar, punctuation, and the technical aspects of writing
Month Three	<ul style="list-style-type: none">• Complete the PowerPoints dealing with reading and writing concepts
Month Four	<ul style="list-style-type: none">• Organize handout materials and practice exercises to accompany the PowerPoints• Deliver the material to dean, the director of Developmental Education, fellow INRW faculty at a meeting expressly called for the purpose

Final thoughts

Fall 2018, I will be starting my twenty-fifth year at Collin. I have not yet had a sabbatical award, but I'm excited to apply for one now. I hope to add to my college service to the District by developing significant instructional material that will boost student success and help our INRW department conform to the new standards being put out by the Texas Higher Education Coordinating Board and otherwise comply will recent state laws.

Selected Resources

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