

Developmental English and Reading: IERW001/002

Developmental English and Reading Redesign Task Force
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Development English and Reading Redesign: The time has come!

- The ENGL-READ Department took this opportunity presented by **CEMAT and SB 740** as our chance to plan a program that will suit the needs of Montgomery College students who desire Associates or Bachelors degrees.

Montgomery College Research

- In Spring 2014, the **Developmental Education Subcommittee of the College Enrollment Management Advisory Team (CEMAT)** issued recommendations “for improving the retention and completion of students starting in developmental courses based on PAR (Performance Analysis Report) data.”
- The **Closing the Achievement Gap Task Force (CTAG)** issued a separate report that addressed developmental education issues, specifically, moving students into credit-level work as quickly as possible.
- In Fall 2014, **Dean Redmond** convened the Developmental English and Reading Redesign Committee and tasked the group with reducing the number of ESH and time to completion for non-credit reading and writing courses.

Integrated Developmental

- The Workgroup's product:
- Integrated **E**nglish **R**eading and **W**riting (**IERW**)
- Two Integrated Reading and Writing courses
 - **IERW 001 and IERW 002**

Outcomes for IERW 001

Outcome #1--Apply techniques in pre-reading, note-taking, vocabulary development, and visual and graphic aid analysis for enhanced comprehension of academic texts for content area study and written assessments.

Outcome #2--Annotate academic and content area text to analyze learned material for study, test preparation, research, summaries, and essay notes.

Outcome #3—Identify tone, develop valid inferences, and identify and apply abstract ideas to evaluate a variety of college-level texts and discuss the ideas from the readings to develop details for written responses, summaries, and essay supports.

Outcome #4—Create notes by identifying, organizing, and synthesizing major ideas from a variety of texts in order to develop viewpoints on a topic or theme, using effective organizational patterns.

Outcome #5—Write original paragraphs and multi-paragraph essays (both in-class and out-of-class) that incorporate effective rhetorical strategies, based on audience and purpose.

Outcome #6—Identify and correct significant grammar, usage, mechanics, and punctuation errors in own writing and incorporate feedback when revising writing.

Outcomes for IERW 002

Outcome #1--Apply techniques in pre-reading, note-taking, vocabulary development, and visual and graphic aid analysis for enhanced comprehension of academic texts for content area study and written assessments.

Outcome #2--Annotate academic and content area text to analyze learned material for study, test preparation, research, summaries, and essay notes.

Outcome #3—Identify tone, develop valid inferences, and identify and apply abstract ideas to evaluate a variety of college-level texts and discuss the ideas from the readings to develop details for written responses, summaries and essay supports.

Outcome #4—Create notes by identifying, organizing, and synthesizing major ideas from a variety of texts in order to develop viewpoints on a topic or theme, using effective organizational patterns.

Outcome #5—Write original multi-paragraph essays (both in-class and out-of-class) that incorporate effective rhetorical strategies, based on audience and purpose.

Outcome #6—Identify and correct significant grammar, usage, mechanics, and punctuation errors in own writing and incorporate feedback when revising writing.

Credits Comparison

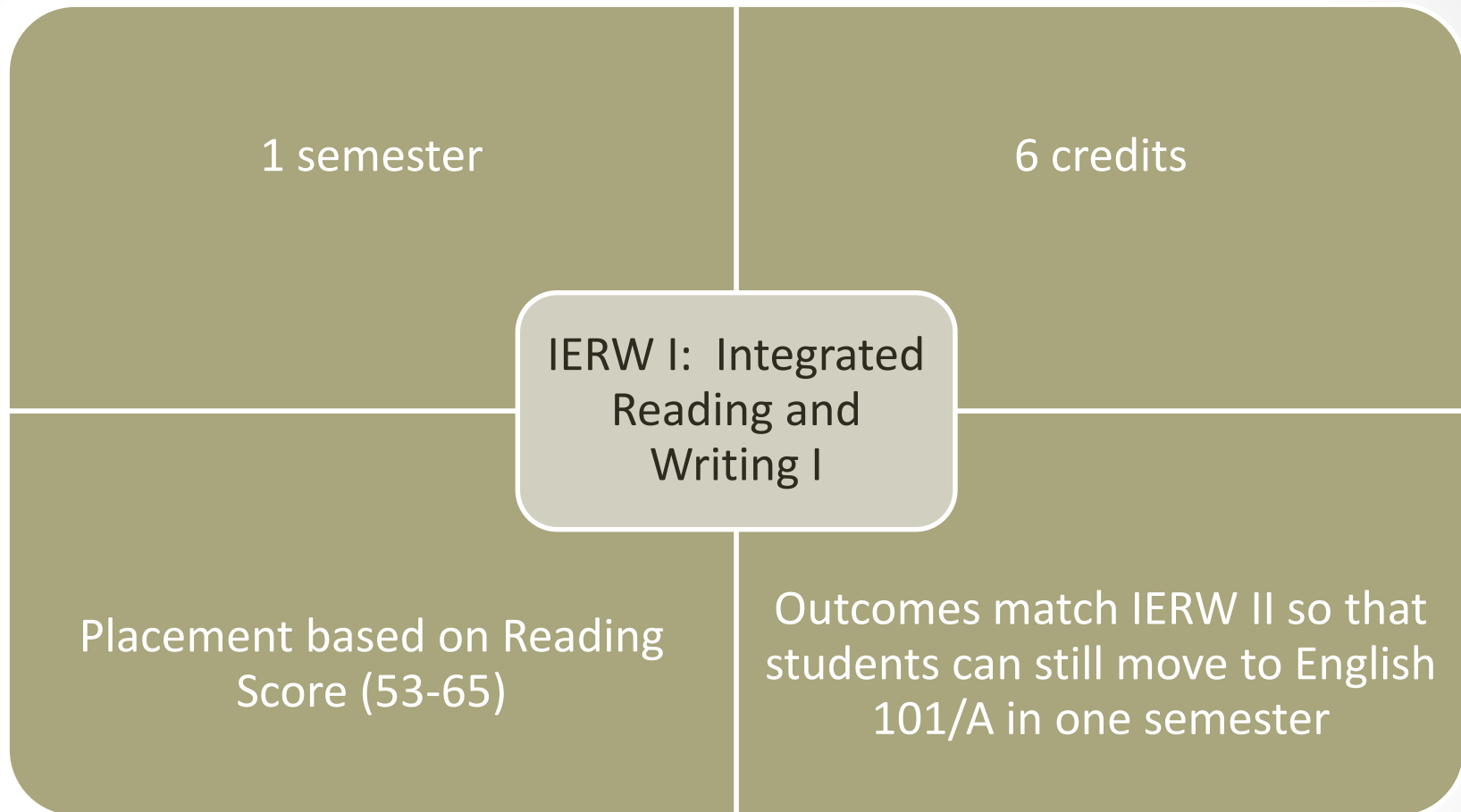
Old vs. New: IERW 001=6 ESH



Old vs. New: IERW 002=5 ESH

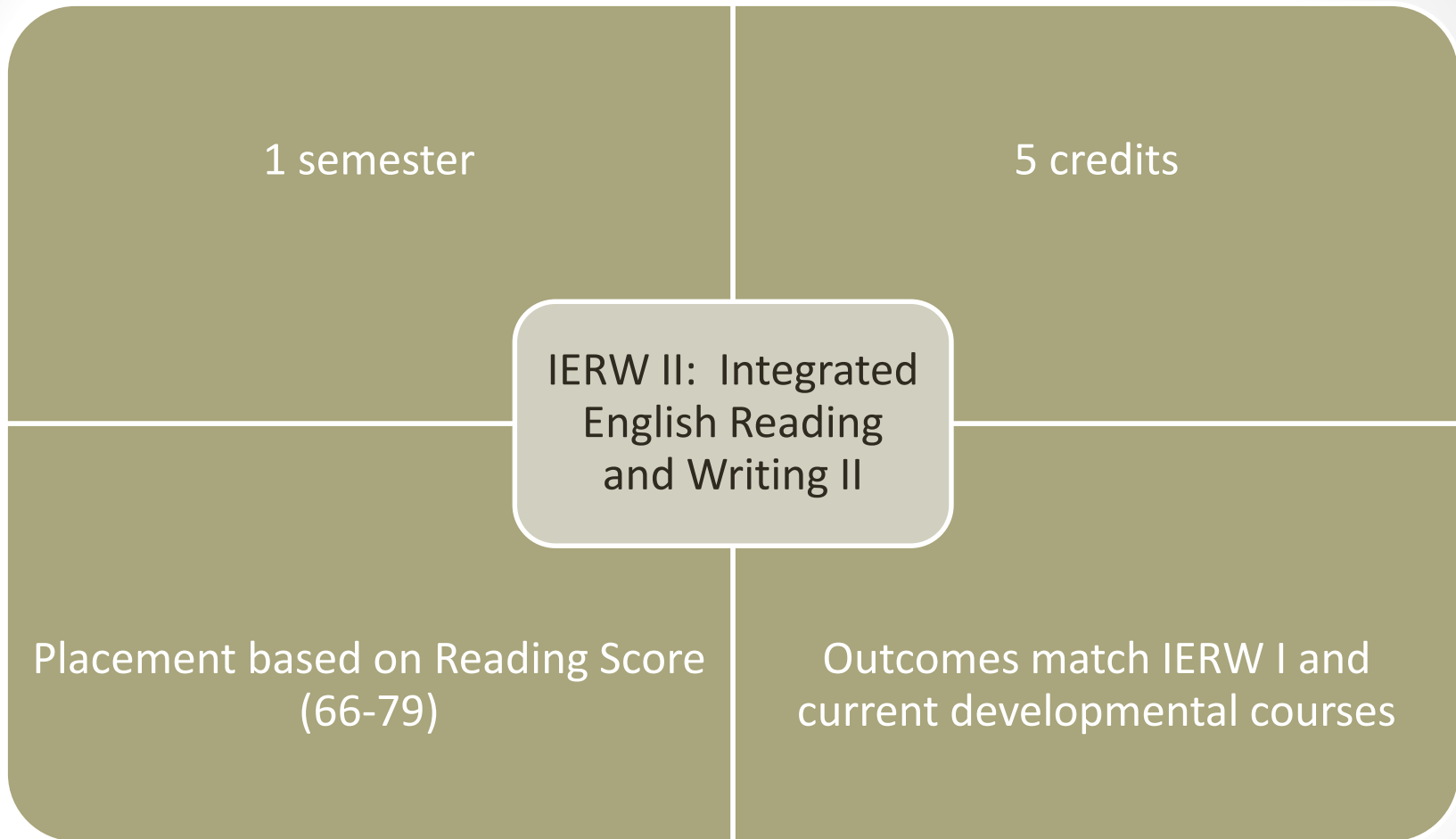


First Level Integrated Course: Placement and Overview



Sentences Skills Accuplacer may be used as a check on placement;
major outcomes mirror current reading and writing courses; common textbook

Second Level Integrated Course: Placement and Overview



Sentences Skills Accuplacer may be used as a check on placement; major outcomes mirror current reading and writing courses; common textbook; students can use the same book, but complete different projects in IERW002

Promotion

Each course allows the student to progress directly to English 101/A, while at the same time reducing the number of credits needed to complete the sequence.

IERW I:

A = ENGL 101A

B = ENGL 101A

C = Advance to IERW II

D/F = Repeat

IERW II:

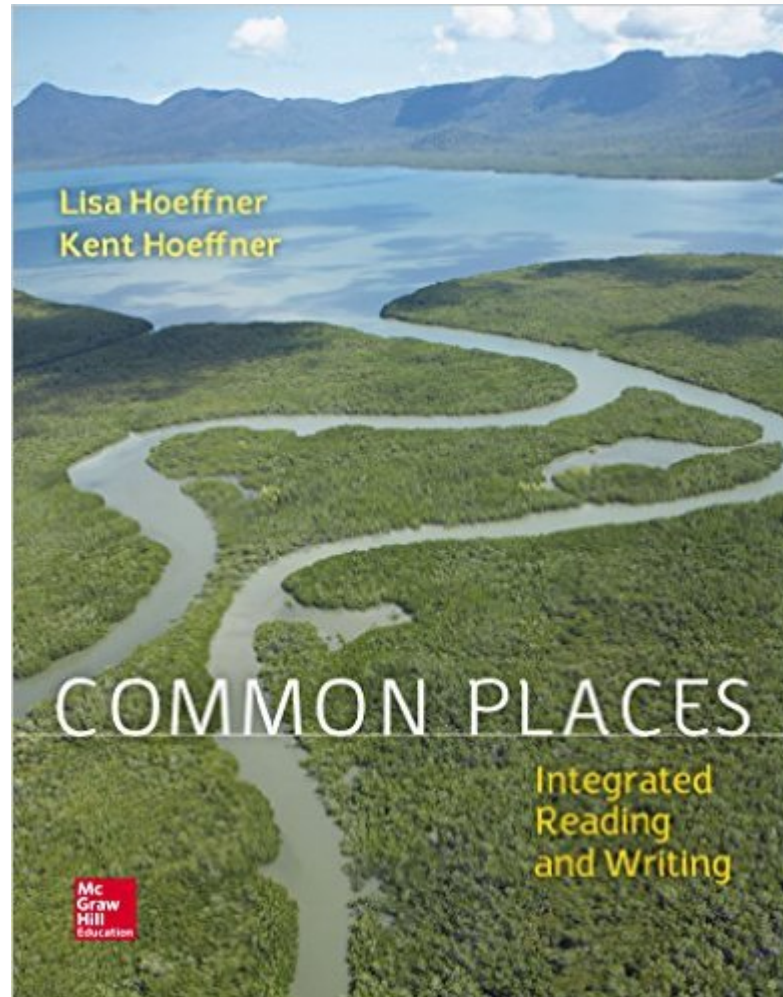
A = ENGL 101

B/C = ENGL 101A

D/F = Repeat

Common Text for all Classes

- A *customized* edition of *Common Places* for all 3 campuses, including web-based activities for all classes in *Connect*.
- One book for BOTH courses to reduce textbook cost for students. The custom edition contains specific prompts, themes, and projects required for 001 and for 002.



Basic Curriculum Outline

Week	IERW 001: Integrated Reading and Writing I (6 hours)	IERW 002: Integrated Reading and Writing II (5 hours)
Week 1:	Welcome to the course, review of text, syllabus and online exercises; IRW Pretest; college culture	Welcome to the course, review of text, syllabus and online exercises; IRW Pretest; college culture
Week 2:	Success strategies	Success strategies
Week 3:	Common Places Chapters 2 and 6—text annotation and text patterns	Common Places Chapters 2 and 6—text annotation and text patterns
Weeks 4-6:	Integrated Project I: Prison Education—reading, analysis, and letter composition; Common Places Chapters 7, 8, and 10—the writing process	Integrated Project I: Protecting the Environment—reading, analysis, and essay; Common Places Chapters 7, 8, and 10—the writing process
Week 7:	Reading Test; Conferences; midterm grades	Reading Test; Conferences; midterm grades
Week 8:	Common Places Chapters 3, 4, and 5—previewing, main ideas, supporting details	Common Places Chapters 3, 4, and 5—previewing, main ideas, supporting details; Reading Test
Weeks 9-13:	Cornerstone Project: Triumphant Over Adversity; Common Places Chapter 9—inferences and tone	Cornerstone Project: The Rules of Attraction; Common Places Chapter 9—inferences and tone
Week 14:	Presentations; Final Reading Test	Presentations; Final Reading Test
Week 15:	Success strategies revisited; next steps; IRW Post-test	Success strategies revisited; next steps; IRW Post-test
Exam Week	Conferences	Conferences

Sunset Phase, Existing Courses

- Each semester, a few sections of stand-alone READ 095 and 099 and developmental ENGL 001 and 002 courses will need to be offered.
- Numbers of sections will decrease each semester, and students needing the current sequence will be advised by email and US mail to complete the courses by the 2019 school year.

Excerpt of Letter That Will Be Mailed to **Students** Currently “In the Pipeline”

You have placed into one or more of the following required developmental English or reading courses:

Basic English I (ENGL 001)

Basic English II (ENGL 002)

College Reading Skills I (READ 095)

College Reading Skills II (READ 099)

We are writing to encourage you to complete all of your required developmental English or reading courses from this list by the end of the **spring 2019 semester**.

We are urging you to do this because the English and Reading Department will be changing these courses soon. Beginning in the fall 2017 semester, Basic English I and College Reading Skills I will be combined into one course. Basic English II and College Reading Skills II will also become one course.

If you have already taken one of the "stand-alone" courses (such as Basic English I), you might not need one of these larger, combined courses that would repeat material you have already studied. We prefer that you complete the one course you need rather than enroll in a course that combines two courses, one of which you may not need.

To be sure you will not have to repeat material you have already studied, we are continuing to offer the "stand-alone" courses —ENGL 001, ENGL 002, READ 095, and READ 099— but **only through the spring 2019 semester**. After the end of spring 2019, these courses will no longer be available.

Please enroll now to complete your required developmental English or reading courses. **Do not wait; a limited number of these courses will be offered each semester, and none of them will be offered after spring 2019.**

Questions or Complaints?

- **Contact**

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