CONFRONTING THE GATEKEEPER:

EXPLORING THE IMPACT OF SUCCESS SKILLS IN A

FIRST-YEAR COMPOSITION COURSE

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Munchie and Peachie: To my rays of sunshine, xoxo forever.

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Earning a doctoral degree has been a dream of mine since I was in high school, so when the opportunity to pursue this goal presented itself, I seized the chance. No matter how passionately I felt about making this commitment, though, I could not decide to submit my application, much less begin the program, without the agreement and support of my family and friends. There's a saying, "Leap and the net will appear," and that certainly has proven true throughout the past three years.

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ABSTRACT

At many postsecondary institutions, the first-year composition course is considered a "gatekeeper," a course with a high student enrollment and a low success rate. A foundational class, the first-year composition course is very often a prerequisite for writing-intensive and other courses, as well as a degree requirement. Thus, access, persistence, and retention become critical issues, particularly when some students repeatedly take the course but cannot pass.

Certainly, a variety of institutional and individual factors impact students' success, particularly at community colleges, which operate with an open-door philosophy toward learning. Personal issues come into play, as many students work and look after family members in addition to managing academic responsibilities, and return to school after an extended absence. These students are often in need of additional support to meet the demands of college courses and of the college experience.

This study sought to determine the extent to which aiding students in improving their success skills would increase their ability to pass a first-year composition course. The instructor implemented four interventions: a writing assignment designed to identify students' level of motivation and factors impacting their success, the ACT ENGAGE College assessment, a campus resources scavenger hunt activity, and mandatory Writing Center visits. At the end of the semester, 70.0 percent (14, n = 20) of students in treatment group 1 and 83.3 percent (15, n = 18) received a C grade or higher. In the control group, 88.9 percent (16, n = 18) achieved at least a C grade.

Via surveys, focus groups, and evaluations, students commented positively about the interventions but overwhelmingly highlighted aspects of the instructor's teaching that had been in place, such as activities, conferences, and community building. Leading busy and sometimes chaotic lives, community college students appreciate and deserve instructors who make an effort to cultivate strong teacher-student relationships and approach course material in engaging ways.

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LIST OF ABBREVIATIONS

AACC	American Association of Community Colleges
BRIC	Bridging Research, Information, and Culture
ENG	English
ENGAGE	ACT ENGAGE College Assessment
FYE	First Year Experience
GED	General Educational Development
IS	Interdisciplinary Studies
LCC/Leeward CC	Leeward Community College
Leeward CC OPPA	Leeward Community College Office of Planning, Policy & Assessment
NSO	New Student Orientation
UH	University of Hawai‘i
W	Withdrawal grade

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CHAPTER ONE

BACKGROUND TO THE RESEARCH

> Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students. (Freire, 2005, p. 72)

Introduction

During my Summer 2012 ENG 100 class, a first-year composition course, two days into our unit on proposal writing, I asked my students to prepare for discussion by reading Samuelson's (1991) "Reforming Schools through a Federal Test for College Aid." In the essay, Samuelson documented various factors contributing to the current state of the U.S. educational system, one of which is his belief that American kids lack motivation; he suggested that requiring students to take a test in order to receive financial assistance for college could inspire them to take their studies more seriously. Before class began, I overheard some students enthusiastically debating Samuelson's points. I just stood there for a bit and smiled at the amazing scene in front of me.

As are most of my classes, this one was diverse. Comprised of women and men of various ages, ethnicities, backgrounds, and academic interests, including a woman who left everything familiar in Japan to move to Oʻahu and major in Hawaiian Studies; an ex-military combat medic; two incoming high school seniors, one from Waiʻanae and the other from Mililani; a student with synesthesia; a few married people; and some parents, the class never ceased to surprise me with its energy, insights, and camaraderie.

During the discussion of Samuelson's essay, my students shared stories about their high school experiences, laughed, identified factors contributing to the nation's educational

challenges, and offered their own recommendations. They determined the direction of the class session, and I contributed to the dialogue with questions and comments when appropriate. I glanced at the clock and exclaimed, "Aaaah!" when I discovered that we had gone five minutes over. I apologized, but my students stayed put, continuing their spirited conversations with each other. At moments like these, I think, *These students are remarkable; this is why I love teaching*.

In Fall 2002, I began my career at Leeward Community College (Leeward CC) on Oʻahu as a lecturer, not thinking about long-term employment at the campus. Having accumulated just a year of classroom experience at two private Oʻahu colleges by my time of hire, I was terribly unfamiliar with the community college student population and assigned to teach ENG 100, a course that had earned an unfortunate reputation of intimidating faculty and students alike. Although I faced numerous challenges at Leeward CC as a lecturer trying to navigate new territory, for the first time in my career, I felt invigorated, inspired, and invested as my students made connections to class topics through examples, stories, and common experiences; forged positive relationships with their peers and me; and became more comfortable with and confident in expressing themselves and sharing their writing.

As a woman in my early twenties consumed with the desire to be taken seriously and the need to prove myself to my students and peers, while also struggling to figure out if I was cut out to be an educator, I slowly began to accept that it was okay that I did not have all the answers. Somehow, media influences and my experiences as a student had planted in my mind an image of the authoritarian teacher that no one questioned; I desperately needed to change my mentality. I look back on my start at Leeward CC and am embarrassed to admit that I was surprised at the tremendous amount of knowledge my students possessed. Prior to enrolling in school, many of them had accumulated work and life experiences, which contributed to robust critical thought

and expression. During that initial semester, my class taught me the importance of the reciprocal teacher-student relationship, and through collaboration, experimentation, and putting course concepts in context, a community of learners emerged. Simultaneously, my approach toward teaching and learning materialized, one that represented my commitment to responding to the needs of community college students.

My Teaching Philosophy

Personally and professionally, I value relationships, experiences, multiple perspectives, and inclusion, so I strive to build a sense of belonging and ownership within my classes. I view myself as a facilitator and aim to provide students opportunities to take charge of their learning, very often through peer-to-peer teaching. Beck and Kosnik (2006) described the way a learning community "can give strong social and emotional support, thus enabling learners to take risks and develop ownership of their learning" (p. 12). Moya's (2006) term, "mobilizing identities," also resonates with my philosophy as an educator, as it recognizes the knowledge-generating capacity of students' identities. Moya (2006) explained, "Finding ways to mobilize identities in the classroom thus. . . empower[s] students as knowledge-producers capable of evaluating and transforming their society" (p. 104). This perspective provides the framework for my research. Educators must realize that students are "individual and complex human beings" (Moya, 2006, p. 109), so developing curricula that acknowledge their unique strengths and needs is vital.

Furthermore, educators should suspend judgments and misconceptions that may interfere with our efforts to help students reach their potential. Elbow (2000) has argued that "[w]e should see our students as smart and capable. We should assume that they can learn what we teach—all of them. We should look through their mistakes or ignorance to the intelligence that lies behind" (p. 58). Indeed, students show up to class on the first day equipped with knowledge that

instructors should not overlook. Referencing Jonasson (1991), Mergel (1998) stated, "[L]earners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events."

Four principles articulate my philosophy of teaching and values, which reflect a constructivist approach to learning:

- Celebrating students' identities is integral to the learning process.
- Confronting perceived obstacles and welcoming new challenges allows students to build upon what is familiar.
- Providing students numerous opportunities to demonstrate what they have learned helps them to engage in critical thought.
- Building a community of learners is essential to successful engagement.

In their discussion of social constructivism, Beck and Kosnik (2006) acknowledged Dewey (1916), who said, "Education is not an affair of 'telling' and being told, but an active and constructive process" (p. 9). In a dynamic learning environment, the teacher does not simply talk at students as an authoritarian "sage on the stage" and expect them to regurgitate information. I recall filling notebook after notebook with lecture information delivered via overhead transparencies as a college student. The effects of my hand cramps from all the writing often seemed to last longer than the information I memorized rather than applied. Beck and Kosnik (2006) alluded to the importance of creating teacher to student and peer to peer relationships, and explained:

> At the school level, social constructivism implies a form of learning in which students are fully engaged, find the process meaningful, and relate ideas to the real world to a

> considerable extent. Only in this way can they participate in constructing their knowledge and acquire the habits that make them lifelong learners. The teacher fosters a culture in the classroom that supports critical and productive inquiry. (p. 2)

Educators must take seriously the obligation to help students succeed, not only during the relatively short time that they spend together, but also long-term.

As a student, although I was typically disengaged in classes where the instructor favored a lecture format, I benefited from family and peer support, which boosted my confidence and motivated me to push forward and achieve my goals of graduating with a bachelor's degree and gaining acceptance to graduate school. However, many community college students do not have such support systems in place and/or grapple with feelings of apprehension and even fear about the college experience. After conducting a qualitative case study at a Texas community college, Capt and Oliver (2012) found that "faculty participants explained that by building rapport with students and responding to their noncognitive needs, such as anxiety and low self-concept, students were more receptive and engaged in the learning process" (p. 805). Cross (1998) elaborated on the advantages of unifying the classroom: "By fostering a community of learning with students collaborating, supporting, and exchanging ideas with each other to achieve a common goal, students engage in 'active learning over passive learning, cooperation over competition, and community over isolation'" (as cited in Capt & Oliver, 2012, p. 805). I do not subscribe to a Darwinian, "survival of the fittest" view with respect to student success. As an instructor, I must provide support and counsel within and outside of the classroom, and consistently question what I do and how I do it to determine where improvement is necessary.

Considering myself a reflective practitioner, I value lifelong learning and recognize critical reflection as a necessity, hoping to enhance my personal and professional growth. I also

enjoy grappling with problems, which as Larrivee (2000) asserted, contributes to a heightened level of critical thought and innovation:

> Effective teaching is much more than a compilation of skills and strategies. It is a deliberate philosophical and ethical code of conduct. When teachers become reflective practitioners, they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to fit specific contexts, and eventually, to a point where the skills are internalized enabling them to invent new strategies. They develop the necessary sense of self-efficacy to create personal solutions to problems. (p. 294)

The observation, analysis, experimentation, innovation, and patience required to problem-solve, encourage careful thought and inspire discovery, compelling me to break out of comfortable routines.

Introduction to Leeward Community College

The Leeward CC student population is very diverse because of the campus' open-door policy. To gain admission, students complete the application process, which includes verification of receipt of a high school diploma or GED. Applicants must be at least 18 years old by the first day of instruction[1]. Many students work and tend to family responsibilities while attending school, so they often face challenges related to time management and balancing the various aspects of their lives. According to Leeward CC's (2012) *Self Evaluation Report of Educational Quality and Institutional Effectiveness*, 58 percent of students attend school part time, "and the average age. . . is 25, with 32 percent in the 25 and over age range (non-traditional students). . . [M]ore than 60 percent of students [enter] higher education being placed in basic/developmental level English and/or math courses" (p. 168). Located in Pearl City, Hawai'i, Leeward CC's

[1] The Early Admissions and Running Start programs are open to high school students who demonstrate academic or vocational accomplishment. Home schooled students may apply to the Early Admissions program and must submit additional documents.

service area includes Central O‘ahu, Ewa, and Wai‘anae, three of the “top under-served geographical regions in the state with the greatest higher educational needs” (Leeward CC, 2012, p. 15). Also, Leeward CC’s Native Hawaiian student enrollment is the largest of the University of Hawai‘i (UH) community colleges (Leeward CC, 2012, p. 15). In 2010, 26.1 percent (2,075) of students identified themselves as Native Hawaiian, comprising the largest ethnic group at Leeward CC (Leeward CC, 2012, p. 27). Leeward CC (2008), in its 2008-2015 Strategic Plan, underscored its commitment to Native Hawaiians, an under-served group, by stating the following objective: “To position the University of Hawai‘i as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians” (p. 2).

These statistics deserve attention as the UH system has dedicated itself to the national Achieving the Dream initiative, which aims to assist community college students, with a focus on “low-income students and students of color” (Achieving the Dream, 2012), in persisting and earning a certificate or degree. Assembled in 2010, Leeward CC’s Student Success Committee, of which I am a member, works to fulfill Achieving the Dream objectives by addressing four goals: increasing graduation and transfer rates, eliminating gatekeeper course status, reducing time spent in developmental education, and improving overall course success rates.

ENG 100’s Gatekeeper Course Status and My Research Objectives

The gatekeeper course status issue particularly interests me. At Leeward CC, student success has been defined as earning a course grade of C (70 percent) or better. Courses with enrollments of ½ of one percent of the total student enrollment and success rates below 70 percent have been labeled “gatekeepers,” because they carry the connotation of hindering students’ success (e.g., progressing to other courses, accumulating credits necessary for

graduation). ENG 100: Composition I, which comprises the majority of my teaching load as an English instructor, has maintained its status as the top gatekeeper course at Leeward CC for many years. As an example, during the 2012-2013 academic year, 2,055 out of 15,177 students were enrolled in ENG 100 (Leeward CC Office of Planning, Policy & Assessment, 2013). Of these students, 1,254 earned a C or better, resulting in a 61.0 percent success rate across 130 course sections taught by various instructors (Leeward CC OPPA, 2013).

From Fall 2005, when I began as a full-time instructor, to Fall 2012, the semester before beginning my study, my ENG 100 adjusted student success rates[2] ranged from a low of 36.8 percent in Fall 2006 to a high of 100 percent in Summer 2010 across 71 course sections; for this period, my mean adjusted success rate was approximately 80.6 percent (Leeward CC OPPA, 2014b). (See Appendix E.) While the average of my success rates has remained above the 70 percent cutoff since Spring 2007, I remain concerned about the percentage of students who pass ENG 100, which is a foundational course. It is a prerequisite for writing-intensive and other courses, and to earn an Associate in Arts degree, students must complete ENG 100 with a C or better, as it is the only course that satisfies Leeward CC's Foundation Written Communication requirement[3]. Thus, access, persistence, and retention become critical issues, particularly when some students repeatedly take the class but cannot pass.

My teaching has evolved tremendously throughout my thirteen-year career, yet I must continue to challenge myself by adopting new approaches. Since I teach an average of eight ENG 100 sections per academic year, I have questioned how I might better serve the students enrolled in my classes. How can I improve my practice in order to increase the number of students who pass ENG 100? Certainly, a variety of institutional and individual factors impact

[2] The student success rate calculated without W (withdrawal) grades.
[3] ESL students may take ESL 100, and non-native speakers may take ENG 100E.

students' success, particularly at community colleges, but I strive to address the issue, at least in part, by adapting my instruction in response to my observations.

In response to students' perceived needs, each semester, I create a detailed schedule that includes the agenda for each class session, homework assignments, and deadlines, which students receive on the first day of class. I also distribute a guidebook that outlines assignment guidelines and helps students keep track of their grades. In addition to these documents, students receive verbal, written, and online reminders about assignments; work on major assignments by following a multi-step process that breaks writing into more manageable parts; attend mandatory conferences with me several times throughout the semester; and frequently collaborate with peers, which foster a valuable support system. Many students respond positively to these techniques and interventions, yet I observe that others cannot complete ENG 100 with a C grade—some after as many as four attempts—despite these efforts. These students seem underprepared to meet the demands of college courses and of the college experience.

I have noticed that when students repeatedly miss class sessions and assignment deadlines, do not possess strong success skills (e.g., organization, time management), and face difficulty prioritizing, they cannot easily understand course material, seem disconnected from the classroom and college community, and subsequently withdraw from or do not end up passing the course. I often tell my students that while ENG 100 is about strengthening their writing and reading, I hope that they develop responsibility, collaborative skills, critical thought, and a love for learning as well. Thus, my study focused on investigating whether or not concentrating on more than course material by improving students' success skills could increase the number of students who pass ENG 100.

Indeed, I have felt as if I have not done my job as an instructor and let down students if they have not passed the course. If students can assess their attitudes and behaviors toward academics, work, and their lives in general; reflect upon them; make appropriate changes while I continue to support them; and become aware of and utilize additional supports, they may experience greater success.

CHAPTER TWO

CONTEXTS

> In the suspense of uncertainty, we metaphorically climb a tree; we try to find some standpoint from which we may survey additional facts and, getting a more commanding view of the situation, may decide how the facts stand related to one another. (Dewey, 1910, p. 11)

Jigsaw puzzles have always fascinated me, especially the ones composed of thousands of pieces. Staring at a table littered with itty bits of oddly-shaped cardboard can be dizzying, but the prospect of making sense of it all can be inviting, too. Working from the edges in helps to provide the necessary structure, and slowly, other pieces come together to build key areas of the puzzle. Such an activity is surely an exercise in patience and problem solving.

Like a puzzle, the issue of student success, particularly in terms of a gatekeeper class like a first-year composition course, is layered with complexity. While multiple factors influenced this study and impact student success in general, the following contexts predominantly informed my increased knowledge of the problem.

The Community College Student Population

Understanding the community college student population is one component of exploring ways to increase student success. The American Association of Community College's (AACC) *2014 Fact Sheet* offered useful student demographics: Fifty-seven percent of the 12.8 million students enrolled in community colleges during Fall 2012 were in the 22-39 age range. Twenty-two percent of full-time students were employed full-time, and 40 percent were employed part-time; 41 percent of part-time students were employed full-time, and 32 percent were employed part-time (AACC, 2014). Nearly 60 percent received some form of financial aid, and 36 percent

were the first in their family to attend college (AACC, 2014). The multiple challenges students experience as they try to negotiate unfamiliar territory and the demands of their academic, home, and work lives establish the need for additional support. In addition, Goldrick-Rab (2010) explained, "Because prior academic success is not a prerequisite for admission, 61% of students at community colleges take at least one remedial course while in college, and 25% take two or more remedial courses" (p. 438). Citing McIntosh and Rouse (2009) and the U.S. Department of Education (2008), Goldrick-Rab (2010) further stated, "This means that community college faculty members often take on the hard but necessary task of meeting students where they are and helping to move them to the next academic level" (p. 438).

Due to the open-door nature of community colleges and the diversity of their student population, awareness of students' goals is also imperative. Goldrick-Rab (2010) found that at the time of initial enrollment, community college students "report a mix of short-term motivations primarily based on practical considerations and personal enrichment. When not restricted to offer a single reason for attending, 46% report enrolling for personal interest and 42% report seeking job skills" (p. 439). According to Horn and Nevill (2006), "Roughly the same percentage indicate that they are enrolled to earn an associate degree, and 17% want a certificate" (as cited in Goldrick-Rab, 2010, p. 439). Via the 2003-04 National Postsecondary Student Aid Study, Horn and Nevill (2006) also discovered, "Over one-third of community college students report that they enroll in order to transfer to a 4-year college" (as cited in Goldrick-Rab, 2010, p. 439). While a sizeable percentage of students enroll in community colleges hoping to receive a degree, Goldrick-Rab (2010) reported, "After 3 years just 16% of first-time community college students who began college in 2003 attained a credential of any

kind (certificate, associate's degree, and/or bachelor's degree), and another 40% were still enrolled" (p. 440).

The First-Year Composition Course as a "Gatekeeper"

Even in a time of ever-developing technological tools that aim to simplify and complete tasks for people, possessing strong written communication skills in academic and professional environments is a necessity. Thus, the first-year composition course provides a foundation for students who strive to earn degrees and succeed in their chosen career field. Wallace and Wallace (2000) described the composition class in theory and its multitude of objectives:

> First-Year Composition is one of very few courses in university curricula across the nation in which all students are required to either take it or test out of it. . . . These courses are seen across the university as places for students to develop the basic writing skills necessary to move forward. [Composition courses are] expected to do a myriad of things: teach proper format, teach appropriate language, teach research skills, and teach proper grammar and proofreading skills. (p. 88)

Wallace and Wallace (2000) asserted, "Simply stated, for so many of these students these communicative skills have yet to be learned, and the idea of writing as a process toward a product is still alien to most of these students" (p. 88). While the first-year composition course focuses on college-level writing—writing for different purposes and audiences, engaging in critical thought, and exhibiting creativity—students often begin the semester underprepared to meet these demands. Consequently, students' struggles result in incomplete assignments, missed deadlines, failing grades, and dropouts. These consequences become particularly dire when first-year composition courses serve as prerequisites for other classes required for graduation, thus

contributing to their "gatekeeper" status. Achieving an associate's degree that should take two years then becomes a process that extends to five years or more.

Writing instructors and support staff must combat the unfortunate stigma plaguing the first-year composition course. In "Seeking Common Ground: Guiding Assumptions for Writing Courses," David, Gordon, and Pollard (1995) outlined the characteristics of writing courses and established their relevance:

> We argue that without significant realizations about writing, students will lack the knowledge they need to analyze and respond to the complex rhetorical situations that will confront them in their professions and, indeed, throughout their lives. It is in writing courses that students have the opportunity to discover that they have something to say. . . . Writing courses can thus be among the most empowering courses for students because writing allows them to move from 'silence' (to borrow a term from Belenky et al.) to finding voice. (p. 528)

Instructors must guide students in recognizing the immense value of their experience and perspective, and create situations that emphasize learning as a process. According to Ambrose et al. (2010), "Expectations for future performance are influenced by past experiences. . . . [E]arly success can build a sense of efficacy. This strategy is incredibly important in. . . 'gateway' or 'high-risk' courses or for students who come into your course with anxiety" (p. 86). With so much at stake in a first-year composition course, when instructors honor rather than delegitimize what students already know, thoughts of inadequacy may subside.

Writing Aversion and Apprehension, and Writer's Block

Sullivan (2011) asserted "that the most lasting and significant learning outcome many students take away from English classes is a life-long aversion to writing" (p. 118) and attributed

issues related to poor college preparedness and the need for remediation at the college level to this aversion (p. 119). The culture of "high-stakes local, national, and state-mandated standardized testing programs," a lack of innovative instruction and assignments, and unsupportive administrators and parents have contributed to writing aversion (Sullivan, 2011, p. 126).

Sullivan (2011) referred to intrinsic motivation as "a prerequisite for any kind of significant learning or achievement" and argued that English teachers must develop activities and foster learning environments that encourage student engagement, and thus, motivation (p. 120). Furthermore, Deci (1995) emphasized that rather than asking, "How can people motivate others?," they should determine how to "create the conditions within which others will motivate themselves" (p. 10). Deci (1995) explained that by altering the question, his researched proved ". . . that the orientations and actions of people in positions of authority do play an important role in determining whether those whom they supervise, teach, or care for will effectively motivate themselves—and. . . whether they will develop greater autonomy and authenticity" (p. 10).

To increase students' intrinsic motivation and nurture their development as lifelong learners (p. 127), Sullivan (2011) offered three teaching strategies: variety, choice, and disguised repetition (p. 123). By assigning various types of writing, and allowing students to select readings and writing topics that interest them, for example, English instructors can inspire a passion for reading and writing so that they "become an essential and beloved part of [their] students' lives" (Sullivan, 2011, p. 137). Deci (1995) underscored the relationship between "meaningful choice" and "willingness": "It encourages people to fully endorse what they are doing; it. . . allows them to feel a greater sense of volition; it decreases their alienation. . . . [I]t leaves them feeling as if you are responsive to them as individuals" (p. 34). In "A Constructivist

Perspective on Teaching and Learning in the Language Arts," Gould (1996) referred to Wells and Chang Wells (1992), who further argued that instructors who teach in a one-size-fits-all manner perform a disservice with serious ramifications: "Each student's point of view is an instructional entry point that sits at the gateway of personalized education. Teachers who operate without awareness of their students' points of view often doom students to dull, irrelevant experiences, and even failure" (p. 99).

In Fall 2013, the Conference on College Composition and Communication's Listening Tour, sponsored by the National Council of Teachers of English, enlisted college faculty to ask 2,200 incoming students about their attitudes toward writing (Collier, 2014, p. 10). Eighty percent of respondents indicated that they felt prepared for college-level writing, but University of California, Santa Barbara writing professor Linda Adler-Kassner stated that "'what they are prepared for doesn't necessarily match the realities of college-level writing'" (as cited in Collier, 2014, p. 11). The survey also reported that students think, "[I]n college, they will be left without support when it comes to writing, so not only will they be facing a supercharged version of the performance-based writing they experienced in high school, but it will be without a net" (Collier, 2014, p. 11).

For those students returning to college, their writing anxiety may be especially pronounced because of isolation, since many go back and forth between the classroom and workplace, and do not have the chance to communicate their concerns with others (Miritello, 1996, p. 7). Daly (1978) referred to his and Miller's findings, as well as Scott and Wheeless' research on communication apprehension, when he stated that writing apprehension "appears to affect satisfaction in coursework requiring writing, expectations of success in future writing-oriented classes, enrollment in advanced composition courses, and enjoyment of out-of-class

projects which ostensibly demand some writing" (p. 11). Thus, resistance to writing only intensifies if not addressed.

Rose (1984), in *Writer's Block: The Cognitive Dimension. Studies in Writing & Rhetoric*, defined writer's block "as an inability to begin or continue writing for reasons other than a lack of basic skill or commitment" (p. 3). He further explained that writer's block and writing apprehension are not one and the same since students plagued with writer's block are not always anxious about or resistant to writing (Rose, 1984, p. 4). Rose (1984) identified the following factors as contributing to writer's block: 1) "rigid, inappropriately invoked, or incorrect" rules, 2) misleading assumptions about the way writing occurs, 3) premature editing, 4) lack of familiarity with and/or ineffective use of complex writing strategies, 5) conflicting rules, and 6) use of inappropriate evaluative criteria (pp. 4-7). These factors can plague students preoccupied with conforming to a specific model, perhaps because of prior learning experiences, as well as those who have been out of the academic setting for a significant amount of time, thus issuing a call for additional and more targeted support.

Community College Student Success Courses

Bailey, Calcagno, Jenkins, Kienzl, and Leinbach's (2005) analysis of individual data from the National Education Longitudinal Study of 1988 and institutional data from the Integrated Postsecondary Education Data System measured the impact of institutional factors on community college students' success. One outcome of their study was the realization "that individual characteristics are more strongly related to the completion probabilities [completing a certificate or degree, or transferring to a four-year institution] than are institutional factors" (Bailey et al., 2005, p. 26). For instance, despite attendance at "strong colleges," students facing personal and financial challenges could encounter difficulty (Bailey et al., 2005, p. 26).

The student success course, also known as a success skills course or freshman seminar, originated at Kentucky's Lee College in 1882 and assists students in their transition to college (University of South Carolina, 2012, p. 3). In its 2012 University 101 Programs Faculty Resource Manual, the University of South Carolina (2012) stated that according to the 2009 National Survey on First-Year Seminars, of the U.S. colleges and universities that responded, "approximately 87.3% …offer some type of first-year seminar" (p. 3). Typically, these courses strive to support students by introducing them to the campus community, and provide information and skills to contribute to increased persistence, and academic and social success (University of South Carolina, 2012, p. 3).

Zeidenberg, Jenkins, and Calcagno (2007) have noted that while colleges have increasingly begun to create and require enrollment in success skills courses, research discussing whether or not such courses are effective has been minimal. Their Community College Research Center Brief, "Do Student Success Courses Actually Help Community College Students Succeed?" showed that "[b]ased on institutional data from a cohort of students at community colleges in Florida, . . . enrollment in an SLS [student life skills] course has a positive marginal effect on a student's chances of earning a credential, persisting, or transferring" (Zeidenberg, Jenkins, & Calcagno, 2007, p. 5). Such evidence is encouraging, yet Zeidenberg, Jenkins, and Calcagno (2007) emphasized the need to conduct further research that uncovers relevant topics and informed instructional practices to boost the effectiveness of success skills courses, as well as discussion of ways to tailor student success courses to different student populations (p. 6).

In "Student Success Courses in the Community College: An Exploratory Study of Student Perspectives," O'Gara, Mechur Karp, and Hughes (2009) shared the results of their study of students from Northern Community College and Eastern Community College. Their

methodology involved interviews with staff and students. O'Gara, Mechur Karp, and Hughes (2009) focused on students who had taken a student success course, and spoke with them during their second semester of enrollment and six months later to learn about their overall college experience, experience in and perception of the student success course, challenges, and thoughts about improving progress toward a degree (p. 198). They discovered that students considered student success courses useful (O'Gara, Mechur Karp, & Hughes, 2009, p. 203). The courses helped students acquire information about campus resources, which assisted them in achieving academic goals in an efficient and reliable manner; facilitated strong student to instructor and peer to peer relationships that "help[ed] students integrate into the social and academic fabric of the school (O'Gara, Mechur Karp, & Hughes, 2009, p. 208); and instructed students in developing time management and study skills. O'Gara, Mechur Karp, and Hughes (2009) found that the students they interviewed expressed concerns about course timing and structure; the earlier the success course, the more relevant and valuable it would be since students could apply the knowledge learned in future semesters (p. 213). However, although students learned about campus resources, this did not guarantee their use of them (O'Gara, Mechur Karp, & Hughes, 2009, p. 214).

Likewise, Duggan and Williams' (2011) study aimed to discover students' perceptions of success courses and identify useful topics, effective instructional methods, and ways to customize classes. While students largely benefited from success courses because of the time management and organizations skills gained, and the improved connection they felt to their college, some felt that it was a "'waste of time and money'" because they already possessed sufficient study and success skills (Duggan & Williams, 2011, pp. 126-127).

As Zeidenberg, Jenkins, and Calcagno (2007) observed, continued development of success skills courses and long-term investigation of their results will yield worthwhile information. Such innovation and research should be of particular interest to community college administrators, faculty, and staff as they strive to best support students enrolled in gatekeeper courses and uphold their promise to provide open access to education.

CHAPTER THREE

METHODOLOGY

> Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other. (Freire, 2005, p. 72)

Referencing Dick (2009), Patton (2011) defined action research "as a family of research methodologies" that "[use] a cyclic or spiral process which alternates between action and critical reflection and in the later cycles, continuously [refine] methods, data and interpretation in the light of the understanding developed in the earlier cycles" (p. 280). Even before beginning my study, as a reflective practitioner who appreciates student perspectives, I have regularly asked students to share their experiences so that I may benefit from their insights, and consistently assess and adjust my instruction based on their feedback, in conjunction with my observations. Thus, I have considered qualitative inquiry frameworks that encompass this view. Approaching my study from a constructivist perspective, I sought to investigate my ENG 100 students' common experience. As Creswell (2012) reasoned in describing what occurs in a constructivist approach, I can share students' thoughts and feelings to gain perspectives on the issues they face while enrolled in the course; at the same time, I can express my feelings and values, and relate my experiences as the researcher (p. 430).

The Pilot Study

In preparation for my formal study, during the Fall 2012 semester, I met with the Leeward CC Language Arts Division counselor who teaches IS 100, the Freshman Year Seminar, to learn about the content of this course and to discuss how to integrate certain aspects of IS 100 into ENG 100. She provided access to the University of South Carolina's (2012)

University 101 course curriculum faculty manual to illustrate how to address success skills via discussion, activities, and assignments. The counselor then shared information about my study with the campus First Year Experience (FYE) coordinator, who in collaboration with administrators, faculty, staff, and students, develops, implements, and assesses student success initiatives.

The FYE coordinator had been preparing to administer the ACT ENGAGE College Assessment (ENGAGE) to IS 100 students. During Fall 2012, my ENG 100 students were the only ones outside of those enrolled in IS 100 to participate in the assessment. Created as a tool to aid colleges in improving retention rates and to identify students who would benefit from additional support, ENGAGE includes 108 inventory items, such as "I turn in my assignments on time" and "I'm motivated to get a college degree," that students respond to online (ACT, Inc., 2014). On average, students take thirty minutes to complete the non-cognitive assessment, which measures students on ten scales: academic discipline, general determination, goal striving, commitment to college, study skills, communication skills, social connection, social activity, academic self-confidence, and steadiness (ACT, Inc., 2014). Soon after finishing the assessment, students received an email that included a link to their individualized score reports. As the instructor, I was also able to access these reports, which outlined students' strengths and skills needing development. I paid particular attention to the "make plans for improvement" and "recommended plan of action" sections. While I made sure to more frequently check in with students whose scores indicated the need for support in many areas, I did not provide a time to reflect on and respond to the assessment, thinking that students' review of their reports was sufficient. After realizing that some students did not understand the purpose of ENGAGE, I noted that I needed to maximize its potential during my formal study.

In addition to utilizing ENGAGE, I attempted to increase students' awareness and use of campus resources via introductory visits to the Writing Center and Learning Resource Center, a writing assignment involving evaluation of a campus service (e.g., cafeteria, library, math lab), and extra credit opportunities for scheduling Writing Center consultations. Students seemed to benefit from gaining knowledge about supports available to assist them with improving their writing and enjoyed the opportunity to critique campus services.

Ultimately, the pilot study was helpful in determining the logical sequencing and relevance of class activities and assignments, and allowed me to make adjustments based on student feedback for the formal study.

The Formal Study

I typically teach at least three sections of ENG 100 per semester. Each section includes approximately 20 students. I conducted my study during the Spring 2013 semester (January to May 2013) at Leeward CC and established two treatment groups: 1) section 56182: my 10 am class that met on Mondays, Wednesdays, and Fridays for 50 minutes; and 2) section 56202: my 7:30 am class that met on Tuesdays and Thursdays for 75 minutes. I selected these class periods because of the differences I have observed between them in the past; the earlier class generally attracts students who work full-time and/or have children, and because of these responsibilities, these individuals are often motivated, and exhibit self-discipline and strong study skills. On the other hand, the mid-morning section usually consists of students who have recently graduated from high school and consider any class before noon "early" because of the later hours they keep. Although I was unable to randomly select participants for my study, choosing these sections as my treatment groups provided diversity, and therefore, control over some variables that could affect results.

The 39 students in those two sections ranged in age from 18 to 45, and were ethnically diverse, although most were Filipino. This mirrors Leeward Community College demographics. The students also reflected a range of employment statuses (unemployed, part-time, full-time), years of college experience, and writing aptitude (based on Compass exam placement). ACT's computer-based Compass tests assess students' levels in reading, writing, and math for placement into the appropriate course level. Depending on their scores, students place into Adult Basic Level (ENG 8: Reading and Writing Basics, ENG 18: Reading Essentials, ENG 19: Writing Essentials), Development Level (ENG 21: Introduction to College Reading, ENG 22: Introduction to Composition, ENG 24: Reading Writing and Critical Thinking (an accelerated, six-credit course equivalent to ENG 18, 19, 21, and 22)), or College Transfer Level (ENG 100: Composition I, ENG 102: College Reading) courses. A few students qualified for accommodations (e.g., note-taking service, tape recording of lectures, additional time to complete exams) based on assessments by the campus disability office.

My 9 am section (56193) that met on Mondays, Wednesdays, and Fridays for 50 minutes served as my control group. The characteristics of the control group were very similar to the participants in the treatment groups, as they reflected a variety of ethnicities, employment statuses, years of college experience, and writing aptitude. However, likely due to the meeting time, the 20 students ranged in age from 18 to 35. I did not implement the success skills interventions within the control group section. (See Appendix D.)

During the study, I utilized primarily qualitative data collection methods. Patton (2002) referred to Denzin (1978) when describing the strength that utilizing different kinds of methods or data, or triangulation, contributes to a study (p. 247). Gathering a variety of data—writing samples, survey and evaluation comments, and focus group responses—was necessary to better

represent my students' perspectives and experiences in ENG 100. Patton (2002) cautioned, "Studies that use only one method are more vulnerable to errors linked to that particular method (e.g., loaded interview questions, biased or untrue responses) than studies that use multiple methods in which different types of data provide cross-data validity checks" (p. 248). While Leeward CC's indicator of success (a letter grade of C or above) is a key measure in this study, determining success by considering students' course grades alone would not necessarily reflect any changes in student engagement and skills, especially because of multiple variables.

While I have participated on faculty and staff committees, and attended meetings to determine the factors impacting student success, I have felt that students' voices have gone largely unheard. Certainly, instructors' experiences with and observations of students can reveal a great deal, but I aimed to place increased value on students' perspectives. According to Corbin and Strauss (2008), the constructivist view of epistemology, or theory of knowledge, indicates that "concepts and theories are constructed by researchers out of stories that are constructed by research participants who are trying to explain and make sense out of their experiences and/or lives, both to the researcher and themselves" (p. 10). Thus, our student storytellers, revealing their triumphs and challenges in and out of the classroom, deserve an attentive audience comprised of faculty, staff, and administrators, who can then make informed decisions based on the knowledge gained.

The Success Skills Interventions

Throughout the semester, I incorporated success skills interventions into my ENG 100 curriculum, which included lecture, discussion, and application of writing strategies relevant to the autobiography, evaluation, and proposal genres. Since the course requires a significant amount of writing completed during a multi-step process, students' ability to manage their time,

prioritize responsibilities, meet deadlines, and maintain motivation are essential. Additionally, faced with assignments that demand that they write for different purposes and audiences, students may benefit from supplemental instruction and, as such, I frequently told them that they should not hesitate to seek it when necessary. Developing such success skills can positively influence one's ability to focus, think critically, lessen anxiety, and therefore, write well.

"Getting to Know You" Writing Assignment

Recognizing the benefits of shared stories, self-assessment, and reflection, I created an in-class writing assignment for students to complete during the first week of the semester in January 2013. Students wrote about their motivation for attending college, their perception of college, and the factors influencing their success. (See Appendix B.)

ACT ENGAGE College Assessment and Reflection

In addition, during the fourth week of the semester in January 2013, I conducted a class session in the campus computer lab, where students completed ACT ENGAGE College, which offered the students and me insight into behaviors and beliefs that impact academic and life success. During week nine, near the midpoint of the semester, after providing students time to review their ENGAGE reports, I asked them to compose written responses in class in which they reflected upon their results by answering the questions, "Do you think your assessment results are accurate? Why or why not?"

Campus Resources Scavenger Hunt Activity

Also during the fourth week of the semester, students participated in the class scavenger hunt activity, which required them to work in teams and collect information related to campus services, such as the financial aid and student life offices, and the Writing Center and Learning Resource Center. (See Appendix B.) Upon returning to the classroom, the students discussed

what they learned and shared their opinions about the activity. On the class Facebook page, the teams posted photos of themselves at the various locations they visited.

Writing Center Consultations

Unfortunately, the 150 minutes of instructional time students and I have to interact with each other does not afford us the ability to meet one-on-one. The office hours and conferences I hold with students throughout the semester provide the individualized attention students deserve, and for most students, these opportunities outside of the classroom seem sufficient. For others, receiving supplemental assistance beyond what the instructor offers makes a difference.

To encourage students to utilize campus resources that provide support that complements instruction, I instituted the requirement that students attend an appointment with a campus Writing Center consultant at least two times during the semester as one of the success skills interventions. Located in the Learning Commons facility that also houses the library, Learning Resource Center, and Kakoʻo ʻIke disability office, the Writing Center provides individualized attention for students wanting to improve their writing assignments and writing skills in general. Leeward CC students who have passed ENG 100 with a high grade, received a recommendation from a writing instructor, and completed training provide the writing consultation service in person, and via phone or Skype. Peer-to-peer support can benefit students because of the increased likelihood of relating to someone who has gone through a similar experience. The writing consultant serves as a guide by offering feedback and allowing students to determine the direction of their writing rather than evaluating. For each visit, students received 5 points.

Listening to Students' Voices

Language Arts Division Data Team and Student Survey

While conducting my study, I simultaneously participated in a Leeward CC data team project. Together with administrators, counselors, and Office of Planning, Policy and Assessment staff, faculty from each campus division comprised a data team tasked to engage in critical inquiry. This initiative, supported by Bridging Research, Information, and Culture (BRIC), aimed to encourage instructors—practitioners directly involved with students—to collect meaningful data that lead to purposeful inquiry, experimentation with innovations, and reflection on their practice, and promote increased conversations about student learning. With the guidance of a BRIC consultant, the Language Arts data team decided to focus on ENG 100 because of its designation as a "gatekeeper" course. The team then needed to determine its research question and methodologies. A few team members were aware of my interest in examining factors contributing to student success and the extent to which success skills interventions impact ENG 100 student success. Researching these topics appealed to them, so the team developed a plan to acquire feedback from students via surveys and focus groups.

As data team leader, I regularly communicated with the BRIC consultant during Fall 2012 and Spring 2013 to update him on the team's progress. Once the team brainstormed questions, such as "What factors impact a student's ability to pass ENG 100?," I put together the survey and included a section to solicit demographic data. (See Appendix C.) For its study, the team targeted 10 percent of students enrolled in Spring 2013, which amounted to 120 students. Data team facilitators visited six ENG 100 sections to distribute the survey and then engage students in a group discussion of their responses. In Spring 2013, the team shared its findings during an informal campus discussion. Overall, the data revealed that students seem aware of the

factors that may increase and hinder their success (e.g., managing time, seeking help, maintaining motivation), and students' suggestions (e.g., providing consistent support, making learning enjoyable, linking assignments with career skills) will help instructors to develop their practice and improve ENG 100. In Spring 2014, members of the data team presented their findings to the campus Gatekeeper Subcommittee and discussed practices that instructors can implement to enrich students' college experience.

Student Focus Groups

In order to gain further insight from students about their perceptions of factors contributing to success and their perspectives on my ENG 100 course, I enlisted a colleague to facilitate two end-of-semester focus groups including five students from study group 1 and six from study group 2. (See Appendix C.) I adopted Patton's (2002) view on sampling and selected the focus group participants based on my observations of students:

> What would be 'bias' in statistical sampling, and therefore a weakness, becomes intended focus in qualitative sampling, and therefore a strength. The logic and power of purposeful sampling lie in selecting *information-rich cases* for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term *purposeful* sampling. Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations. (p. 230)

For the focus groups, I chose an equal number of male and female students[4], and tried to represent different ethnicities, ages, and writing abilities in the sample. According to Anderson and Spencer (2002), "The phenomenological study…focuses not on the life or an individual but rather on understanding the lived experiences of individuals around a phenomenon, such as how

[4] One male student did not show up for the focus group discussion.

individuals represent their illnesses" (as cited in Creswell, 2013, p. 122). Describing the way participants serve as primary sources of information, Creswell (2013) explained, ". . . [I]ndividuals are selected who have experienced the phenomenon, and. . . are asked to provide data, often through interviews. The researcher . . . ultimately develops a description of the experiences about the phenomenon that all individuals have in common—the essence of the experience" (p. 122).

Although I initially planned to conduct individual interviews with twelve students, I realized that students could potentially feel forced to positively assess my course, especially since course grades would not yet be determined at the time of the interviews. Additionally, I did not want a one-on-one interview to intimidate students and opted to collect data via focus groups. I made a deliberate decision not to conduct the focus groups in hopes of eliciting more candid responses from my students, again because they might have felt pressured to provide positive feedback with me in the room. I also acknowledged the fact that within the focus group setting, students may not feel comfortable speaking in front of their peers and faculty facilitator, and might not want to share views and experiences that differ from others. The focus groups occurred near the end of the semester, after students experienced many opportunities to work with each other, and build trust and a sense of community. However, I also was cognizant that students could be wary of a stranger interviewing them. The colleague I selected is a developmental writing instructor, so some of the participating students knew her because they had taken her classes, and I was aware that they considered her pleasant and approachable. I had also previously invited this colleague to my classes as she and I worked on the data team project together, so my students had met her prior to the focus groups. I hoped that due to students' trust in my colleague, they would share honest responses, thus increasing the accuracy of the data

collected. She reviewed my focus group questions and routinely went around the table to solicit a response from each student to maximize equal participation. My colleague audio recorded and took notes of responses via laptop computer to ensure accuracy.

Student Evaluations

Student evaluations (form D, one of the standard student evaluations of instructor and course used in the Leeward CC Language Arts Division) completed at the end of the semester provided constructive feedback as I was able to identify activities and assignments that students mentioned finding appropriate and meaningful. (See Appendix C.) In one portion of the form, students rated the course and instructor via 13 line items, such as "This course has given a better understanding of concepts, skills, and principles in this field" and "Overall, I'd recommend this instructor to other students who wanted to learn," on a scale from 1 (strongly disagree) to 5 (strongly agree). The other portion of the form invited students to provide responses to various aspects of the course, such as "The instructor's willingness to help you" and "What you liked best about the course." Given time without the instructor in the room, students completed the evaluations anonymously. A student monitor delivered the evaluations to the Language Arts Division office staff, which then forwarded them for tabulation. I received a summary of results and the original evaluation forms during the Fall 2013 semester.

Student Success Rates

In order to determine a baseline and to track the success rates of my Spring 2013 students compared to those students enrolled in my ENG 100 sections from Fall 2005 to Fall 2012, I consulted student success rate reports compiled by the Leeward CC Office of Planning, Policy and Assessment. Noting any differences between the success rates of students in my treatment groups vs. those in the control group, as well as between my treatment groups and students

enrolled in my sections prior to implementing the success skills interventions, helped me to analyze the data in a more accurate way.

Ethical Practices

As a practitioner interested in what I can learn as a result of my actions, I acknowledged my influence on the study and remained open to critical reflection. Previously, I explained the significance I place on relationships, so I approached my research with sincere intentions and tried to put those who participated in my study at ease. In December 2012, the University of Hawai‘i Human Studies Program approved my study as exempt from federal regulations related to the protection of human research participants. Importantly, in working with students, peers, and administrators throughout the pilot and formal phases of my study, I followed ethical guidelines by informing participants about the study via an ethics statement and secured their permission through a letter. (See Appendix A.) I negotiated access with my immediate supervisors, the Language Arts Division Writing Discipline Coordinator and the Language Arts Division Chairperson, to inform them of my study and its parameters. Throughout the study, I maintained the confidentiality of participants' identities and information, secured permission to use transcripts and recordings of interviews, and checked the accuracy of data. I have destroyed data they had provided to me.

CHAPTER FOUR

THE PROJECT: RESULTS AND DISCUSSSION

> An artful teacher sees a child's difficulty in learning to read not as a defect in the child but as a defect 'of his own instruction.' So he must find a way of explaining what is bothering the pupil. He must be ready to invent new methods and must 'endeavor to develop in himself the ability of discovering them.' (Schön, 1983, p. 66)

In designing my study, I assumed that increasing students' awareness of the factors impacting their success, implementing interventions to raise their understanding of the campus support available, and then presenting opportunities to take advantage of these resources would bolster their success in ENG 100. Since Spring 2007, my ENG 100 sections have achieved success rates at or above 70 percent, and I believed that while I structured my course in a way that facilitated student success, I needed to do more to help students move on to writing-intensive courses and attain their degrees. Based on student evaluation feedback that I continue what I had been doing, which I received prior to planning my study, I decided to retain the structure (i.e., lessons, activities, assignments) of my ENG 100 course but incorporated additional assignments and activities that targeted success skills for the two treatment group sections.

At this point in the discussion, I provide a review of the success skills interventions implemented:

The Success Skills Interventions

- "Getting to Know You" Writing Assignment: This in-class essay assignment completed during the first week of the semester asked students to describe their reasons for attending college, perceived challenges, and sources of motivation. It also helped to identify students who might need additional support.

- ENGAGE College Assessment and Reflection: ENGAGE, an online, 108-question assessment, measured students' academic discipline, general determination, goal striving, commitment to college, study skills, communication skills, social connection, social activity, academic self-confidence, and steadiness. Mid-semester, students analyzed their scores and reflected on their feelings toward the assessment in a written response.
- Campus Resources Scavenger Hunt Activity: In teams, students visited various campus services to answer the questions on their worksheets. They verified their participation by posting photos on the class Facebook page.
- Writing Center consultations: I required students to gain additional assistance with their drafts by visiting the campus Writing Center at least two times at any point in the semester.

The Results: Student Success Rates

At the study's conclusion at the end of the semester, I calculated students' grades to see who had achieved success, a final course grade of C or higher. Each of my ENG 100 sections achieved Leeward CC's measure of success (70 percent or higher), with an average adjusted success rate of 80.4 percent compared to the adjusted success rate of 62.4 percent for other ENG 100 sections (Leeward CC OPPA, 2014b). The success rate was 70.0 percent (14 students, n = 20) for treatment group 1. In treatment group 2, the success rate was higher at 78.9 percent (15 students, n = 19). The control group success rate was 80 percent (16 students, n = 20). The adjusted success rates (incorporating all grades except withdrawals (W's)) were 70.0 percent for treatment group 1, 83.3 percent for treatment group 2, and 88.9 percent for the control group. (See Table 1.) In treatment group 1, six students received F's and none withdrew, while in

treatment group 2, three students received F's and one withdrew. In the control group, two students received F's and two withdrew. (See Table 2.)

Table 1: Success Rates for Spring 2013 ENG 100 Sections*

Group	Withdrawn	Passed	Success Denominator	Adjusted Success Denominator	Success Rate	Adjusted Success Rate
Treatment Group 1	0	14	20	20	70.0%	70.0%
Treatment Group 2	1	15	19	18	78.9%	83.3%
Control Group	2	16	20	18	80.0%	88.9%
All Groups	3	45	59	56	76.3%	80.4%
Other ENG 100 Sections	101	440	806	705	54.6%	62.4%

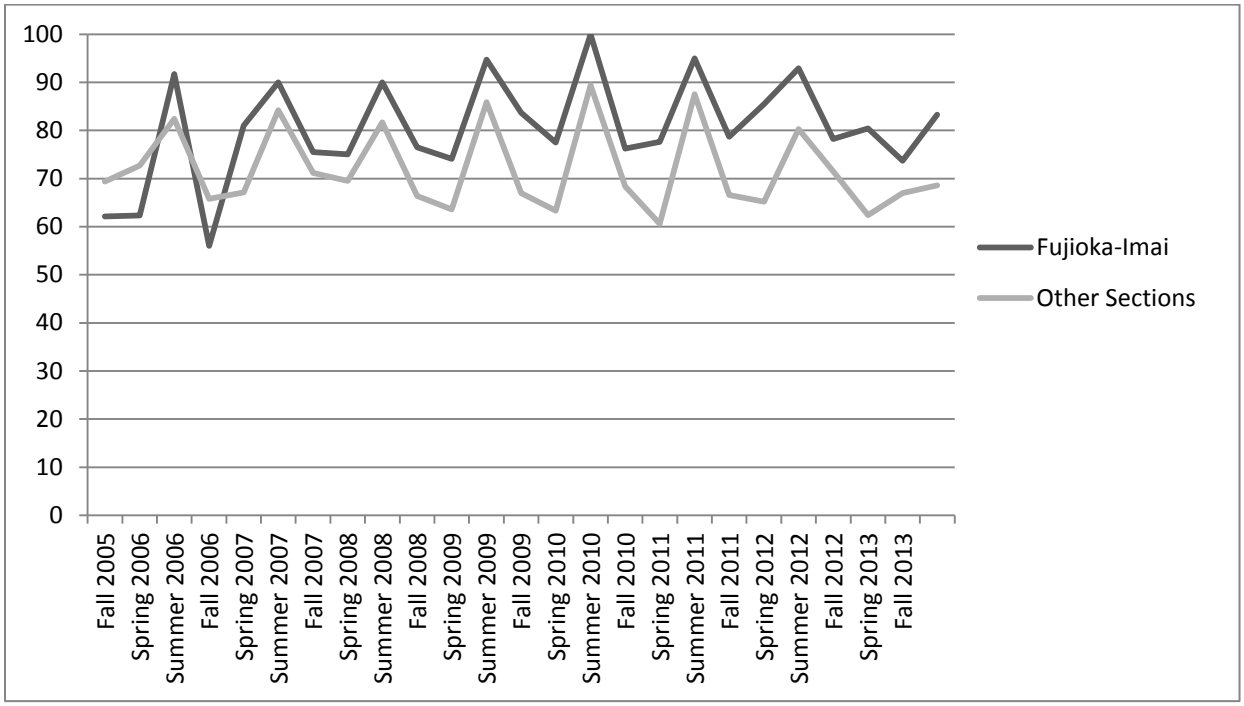
*Prepared by Leeward CC OPPA (2014b)

Table 2: ENG 100 Course Grade Distribution

	A	B	C	D	F	W
Treatment Group 1	3	10	1	0	6	0
Treatment Group 2	4	8	3	0	3	1
Control Group	2	9	5	0	2	2

The Spring 2013 student success rate averages were not significantly different from the averages of previous semesters. As Table 3 illustrates, my average (treatment and control groups) was 18 percentage points higher than the average of all other ENG 100 sections. From Spring 2007 to Spring 2013, my average was 83.3 percent, while the average during the same period for all other ENG 100 sections was 68.6 percent. Although these numbers indicate a sustained higher student success rate average in my sections, numerous factors contribute to differences in rates, as evidenced through this study.

Table 3: ENG 100 Student Success Rate Comparison Between Sections



Commentary on the Success Skills Interventions

<u>"Getting to Know You" Writing Assignment</u>

I value the writing samples completed during the first week of the semester because my students so earnestly welcome me into their world and very often reveal their apprehensions about English and college in general. Learning about students' motivation for attending college and the challenges they face helped me to understand how family, relationship, and work circumstances inspired them to attend school. For example, "Alyssa"[5] wrote about her 5-year-old son who motivates her to succeed: "I want him to see how the college life is for me so one day he would love to attend."

The writing samples also aided me in identifying those who might benefit from additional support, such as "Natasha," who revealed financial and time management challenges: "I work four days a week and go to school two days a week and I'm doing the payment plan but. . . the

[5] In this and subsequent cases, I have used a pseudonym to protect the identity of the participant.

hours I am getting at work is [sic] not enough for me to pay for school. . . and focus." This student began to miss classes early on in the semester due to health issues and eventually withdrew from the class. In his writing sample, "Kaipo" disclosed, "The biggest obstacle I am facing right now that could potentially interfer [sic] with school is my father's recent death 4 days ago." I worried about him because he kept to himself during class, but I was glad when he chose to write about the influence of his father for his first essay assignment. This provided us opportunities to discuss times Kaipo shared with his father, as well as what he thought and felt about his father's passing.

ENGAGE College Assessment and Reflection

In treatment group 1, out of the 16 students who completed the assessment and reflection, 12 agreed that their results were accurate. "Candace" commented, "I know I can improve more in some areas that I scored low on. I know I can change by just asking for help and asking questions. Even now looking at my scores even though I need improvement I feel motivated to keep going." "Anthony" was candid in his reflection, stating: "The truth is, this semester is overwhelming me and this personality test is really being a mirror to me. At least I have tangible evidence to tell me what I'm good at and what needs some work." Completing ENGAGE and then analyzing and reflecting on the results seemed to remind these students of the value of dedication and persistence. Rather than accepting a lower score as unchangeable, students viewed them as the impetus to improve.

Two students disagreed with their reports, believing that their scores did not accurately reflect their interest in school and efforts to do well. "Owen," who scored in the 46th percentile in terms of commitment to college wrote, "I have a higher motivation to be at school." This score surprised me as well because Owen maintained focus throughout the course, and eventually

earned an A and was hired as a writing consultant at the Writing Center. Another student, "Jeremy," thought that he should have received higher scores for goal striving and steadiness; on these scales, he scored in the 50th and 26th percentiles respectively. He consistently met deadlines and progressed as a writer from one assignment to the next, ultimately earning a B for the course. Reliability comes into question when self-assessing non-cognitive abilities, which could explain the discrepancies between these students' results and their actual behaviors.

Fifteen students in treatment group 2 completed ENGAGE. Nine students of those who wrote a reflection agreed that the results were accurate. Three students disputed the accuracy of the results. "Rachel" felt that the inventory questions were too vague to provide a convincing measurement, while "Linda" believed that her responses were likely to change from day to day. Close to graduating, "Zion" did not feel that his commitment to college was low as indicated in his score report and responded, "I feel confident in what I do and I feel I just gotta [sic] prove the system wrong. This is just a paper assessment and it don't [sic] mean much because I'm doing the real hard work on my own." Zion exhibited a positive attitude throughout the course, and he worked diligently at addressing the organizational and grammatical issues in his writing. He received a B for the course.

Overall, ENGAGE was beneficial in that it served as an early alert regarding students who might benefit from additional support and provided students an opportunity, whether or not they agreed with the results, to self-assess their reasons for enrolling in college and to think about what they should do to fulfill their goals. I did not take the report results at face value because an inventory completed within 30 minutes certainly cannot provide a complete picture of a student's personality, attitude, and capabilities. However, ENGAGE has its merits because in the case of students who ended up failing my ENG 100 course, the assessment indicated that

they scored within the 12th percentile or lower for academic discipline and in the 46th percentile or lower for commitment to college.

Campus Services Scavenger Hunt Activity

During the focus groups, students revealed that they had not done a scavenger hunt in years and that it was an enjoyable experience. They learned about the Financial Aid Office, Job Prep Services, testing center, and the student lounge, and even discovered that the Student Life office sells discount movie tickets. Acknowledging students' use of social media, I thought that the Facebook posts were a fun way to document the activity, and when chatting back in the classroom after completing the hunt, my students agreed. "Darren" appreciated the activity and replied, "It was pretty fun to recap all of the resources. It was cool; we were running around the school. I know that we got really competitive with it, taking pictures, putting it on Facebook." On the other hand, "Adam" explained:

> I had NSO [New Student Orientation] right before because I'm a first semester student here, so NSO pretty much covered it for me. But it was funny when my group mates didn't know where everything was and I'm like, 'You're at the school for a year and you don't know where these things are?'

Precisely because continuing students are not aware of the many services available to them, I organized the scavenger hunt, even though the information learned may have been repetitive. I hoped that students would feel less apprehensive about visiting campus offices and become more comfortable approaching people who can support them. I know that students sometimes think that they will come across as clueless when asking questions, but seeking help demonstrates initiative and maturity, characteristics that contribute to success.

Writing Center Consultations

In treatment group 1, five students visited twice and two visited the Writing Center once, resulting in 13 students who did not meet the requirement. In treatment group 2, five students visited at least twice and five visited once; therefore, nine did not meet the requirement.

During the focus group, Adam discussed the benefits of visiting the Writing Center: "I've been once. It was a really great experience to get that kind of peer feedback from someone that's had the class already. . . so they know what is expected from your papers." Additionally, Adam offered a suggestion to maximize the value of the Writing Center consultations: "I really think that [the instructor] should give us a chance to, or add seeing the writing consultant before we meet with her so we get that kind of gradual progression [of improving the paper]." This idea makes sense. I provide students feedback at multiple points during the writing process (draft 1, draft 2, and final draft), but since the major transformation occurs between the first and second drafts, I encourage students to visit the Writing Center before they show me draft 2 at their conference. I have not yet required students to schedule the consultation at a specified stage, but perhaps doing so could also encourage more of them to meet the requirement.

Students also pointed out some of the challenges they encountered when visiting the Writing Center. "Teresa" stated, "I guess it depends on who you have. [The writing consultant] did give some advice, but her input wasn't as much as I hoped it would be. I kind of felt like she was being nice instead of critiquing my essay." Acknowledging that working with a suitable writing consultant has made a difference as she has worked on assignments, "Justine" shared, "I've gone six times. And they've helped me. I've had to find the right person to work with. The first couple of times, it was. . . not [what] I expected. And then I found. . . one [who is] really good in helping me to put my papers together." The writing consultants receive training in

working with students but do not possess degrees or formal certifications, so a learning curve exists. The Writing Center's services supplement but should not replace classroom instruction. Writing is very personal, and sharing it does not come easy for everyone, so requiring that students meet with a writing consultant, at least a few times during the semester, will hopefully increase their comfort level and encourage a receptive attitude toward feedback and revision.

Commentary on Variables Affecting Results

Although my students' course grades do not indicate that the success skills interventions made a significant and immediate difference in ENG 100, perhaps the knowledge students gained will prove useful in encouraging them to persist semester to semester and ultimately achieve their academic goals. Learning is an ongoing process, not something finite and easily quantifiable. In addition, other indicators of success exist that may not necessarily result in a higher grade, such as improved attendance and increased engagement. Validating the significance of research, no matter the outcome, Patton (2002) explained:

> [U]nderstanding inconsistencies in findings across different kinds of data can be illuminative. Finding such inconsistencies ought not be viewed as weakening the credibility of results, but rather as offering opportunities for deeper insight into the relationship between inquiry approach and the phenomenon under study. (p. 248)

I acknowledge that the experimental design was not without its shortcomings because of factors that could not be controlled. From the outset, I knew that isolating the success skills interventions as the conclusive reason for increased success would be extremely difficult. Many elements, some of which I discuss in the following sections, come into play. Although the interventions did not yield significant increases in success, perhaps studying a larger sample of participants and conducting a longitudinal study of my ENG 100 students as they move on to

other courses would provide necessary insight into the benefits of strengthening success skills. On occasion, former students visit me—sometimes several semesters after completing ENG 100—and report that they have utilized the English skills that they have learned in a variety of courses and at work. Generalizing based on anecdotal evidence, the success skills gained may be of value in the future.

Age Difference Between Treatment and Control Group Participants

While I made sure to establish a control group, I could not randomly assign students to the treatment groups as they self-selected their course sections based on their date and time preferences. The students' ages in the control group fell between 18 and 35, while the ages of the students in the two treatment groups ranged from 18 to 45. These varying characteristics could have played a part in the student success rate differences among the groups. Often, students who balance work and home responsibilities in addition to attending classes tend to be older and enroll in early morning or evening courses, and many times, they demonstrate self-discipline and effectively prioritize their time. On the other hand, managing multiple commitments and transitioning back into the academic setting may challenge these same students.

Students' Incoming Writing Level and Previous English Course Taken

Particularly true at a community college, students enter ENG 100 via different pathways. After taking the Compass writing and reading placement tests, some must enroll in adult basic level or developmental writing and reading courses, and work their way up to ENG 100, which is a college transfer level course. And while the instructors teaching these basic and developmental courses must ensure that their students meet common student learning outcomes, they possess the academic freedom to teach course concepts in their own way and to create unique assignments, which results in varied learning experiences. Those students who place into ENG

100 may enter the class directly out of high school or enroll after an extended absence from school. Thus, differences between the students in the treatment and control groups may have existed from the beginning of the course depending on their level of skill and preparation.

Out of the 20 students in treatment group 1, the section with the lowest success rate, one student placed into the adult basic level reading course, and three placed into an adult basic level writing course (Leeward CC OPPA, 2014a). One of the students who failed in this class received adult basic level scores in reading and writing; nine students placed into developmental reading and five into developmental writing (Leeward CC OPPA, 2014a).

According to the Leeward CC Office of Planning, Policy and Assessment (2014a), out of the 19 students in treatment group 2, one student placed into the adult basic level reading course, and two placed into the adult basic level writing course. Twelve placed into development reading and seven into developmental writing (Leeward CC OPPA, 2014a).

Out of the 20 students in the control group, one student placed into the adult basic level reading course, and five placed into the adult basic level writing course (Leeward CC OPPA, 2014a). Seven placed into developmental reading and five into developmental writing (Leeward CC OPPA, 2014a).

No significant correlation between a student's Compass placement and ENG 100 course grade seems apparent across the three sections. However, noting the students' previous English course was most revealing. In treatment group 1, the section with the lowest success rate, four out of the six students who failed the course had previously taken ENG 100 (Leeward CC OPPA, 2014a). This was also the case for each of the three students who failed the course in treatment group 2 (Leeward CC OPPA, 2014a). In the control group, neither of the two students who received failing grades had taken ENG 100 in a prior semester (Leeward CC OPPA, 2014a).

Measurement Error in Grading

During Spring 2013, students' grades in ENG 100 were based on three essay assignments, one in-class essay assignment, a group presentation, and twelve reading quizzes. Writing accounted for 74 percent of the course grade; subsequently, students who did not earn enough points on the written assignments to achieve a score of 70 percent did not pass the course. Indeed, assessing writing is subjective. The time at which I grade, the number and quality of the essays I have previously reviewed, and the student's progress are just some of the factors that may influence my assessment of a student's writing.

Student Perspectives: Surveys, Focus Groups, and Evaluations

As part of the previously described Language Arts Division data team study, during week 10 in March 2013, my treatment groups completed a survey that asked students to share their insights regarding success in ENG 100. Thirty-one students participated. With the understanding that the community college student population is diverse, and that many students perceive the first-year composition course and writing in general as overwhelming, the key question was, "What factors impact a student's ability to pass ENG 100?" In response, the following were the top four answers, which I address in the sections that follow:

- Time management: 21 (68.0 percent)
- Motivation: 15 (48.4 percent)
- Attendance: 5 (16.1 percent)
- Instructor: 2 (6.4 percent)

Managing Time, Avoiding Procrastination, and Maintaining Focus

As previously stated, 68.0 percent of survey respondents identified time management, including maintaining focus and avoiding procrastination, as critical to success. With the

majority of community college students working at least part-time, and some raising children and/or caring for other family members, understanding that managing these numerous responsibilities is challenging but possible through discipline and effective scheduling is crucial, as one student stated: "Yes, you should take a break or reward yourself but not for 3 days. Working, having kids, is not an excuse. It does make your tasks harder but not impossible to complete. Sometimes you have to sacrifice going out with friends to do your work." On the survey, another student commented about prioritizing: "If your [sic] serious about your education put it first. . . [P]lan your schedule wisely to where it will benefit you."

During the focus group, "Justin" specifically addressed the consequences that can occur in a writing course as a result of waiting until the last minute to work on assignments: "Procrastination, that's always what screws you up. If you fall behind, it's hard to catch up, especially because the essays are really long, and you have certain deadlines to meet." Since smaller, lower-stakes assignments, such as drafts and peer reviews, contribute to the high-stakes final draft, students who miss deadlines or do not participate at all during the writing process often do not understand the assignment requirements, miss out on beneficial feedback, and do not earn points necessary for a higher course grade.

Other students emphasized the importance of focus. In response to a survey item prompting students to offer advice to future ENG 100 students, one student wrote, "Stay focused, find something to keep yourself motivated. Once you start to slack off a little, it's down hill [sic] from there." In fact, 18 students (58.1 percent) recommended that their peers maintain focus and avoid procrastination.

Motivation

Motivation, drive, and desire play a major role in inspiring anyone to move forward to achieve a goal. Focus and motivation do go hand-in-hand. Responding to the survey, students highlighted keys to success, such as "a positive attitude," "an eagerness to learn," "making assignments fun without needing someone to make it fun for you," and "[going to] school wholeheartedly." These comments place the onus on students, which illustrates their awareness of their control over their success. While students may be very motivated, factors occurring in students' personal lives may interfere, so instructors and support staff must remind students of their purpose for attending school and help them to remain on the path to achieving their goals.

Attendance and Withdrawals

Five students (approximately 16 percent) who participated in the survey noted attendance as a factor in passing ENG 100, and four students advised peers to regularly go to class. Those who missed the classes during which students participated in the success skills interventions did not experience the opportunity to learn more about campus resources and reflect, in addition to missing out on essential class lectures, activities, and announcements, and the chance to build necessary support systems with their peers and instructor. Frequently coming and going, these students never seem to completely belong to the classroom community or know what is happening in the course, which adversely impacts their course grade. LeBlanc's (2005) study of students enrolled in college communication courses at four schools noted the "strong, negative correlation between number of absences and final course grade ($r = -.607$, $p < .01$, $N = 1647$)" (p. 13). Among participants, the average number of missed class sessions was 2.71, and the average final grade was 85.82 (p. 13). Anecdotal evidence shared by my peers also points to the benefits of regular attendance. Many instructors, including myself, have implemented attendance policies

with varying consequences for excessive absences. Early in my career, I thought that giving pop quizzes would motivate students to regularly attend class, but this practice was not very effective in curbing absences. I then decided to lower students' course grades 10 percent once they reached four unexcused absences/tardies/early dismissals. I also incorporated more announced quizzes.

Considering the findings of LeBlanc and other instructors, I provide analyses of my students' attendance during Spring 2013, paying close attention to the attendance of those students who failed ENG 100.

In the two sections that met on Mondays, Wednesdays, and Fridays, students missed an average of 4.9 out of 38 class sessions (13 percent). Within the section that met on Tuesdays and Thursdays, students attended regularly overall, averaging 2.4 missed classes out of 28 (8 percent). Those who received F's missed significantly more class sessions, ranging from 5 to 29, than those who passed. These students also did not submit major assignments; one did not complete anything.

- "Beth," a student who previously took my ENG 100 class and did not pass because she became pregnant shortly after the birth of her first daughter, wrote:

> College is not easy when you are a parent. . . . I come from a family that never finished high school. I want to be the first in my entire family to graduate with a degree. I am also attending college for myself, to better my life and become a better person. It will make my life easier in the future. . . . The only challenging thing in my life right now are [sic] being away from my daughters for long periods of time.

This student started the semester well, but once she began experiencing problems with her boyfriend, resulting in the loss of her car, she stopped attending class.

- "Kramer," another student who had taken my class before but did not pass because of a low level of motivation, expressed his awareness of the issues impeding his success:

> I expected college to be very difficult and challenging but when I came to LCC it didn't seem like much of a change from high school. My first semester was a breeze and I put a decent effort into my work. My grades have been dropping every semester though and last semester was a train wreck. I lost all of my motivation to do any work at all. I think that this was caused through a combination of getting a job, taking required classes that I saw no point in, and being around other unmotivated people. It is very important that I can find motivation again in school or things will not go well for me. I think that it all comes down to me mentally motivating myself again and developing better study habbits [sic] so that I can keep up with my work.

I cautioned Kramer about his excessive absences and advised him to regularly attend class and turn in assignments or to withdraw from the course. He promised that he would make an increased effort and kept his word for a few weeks, until he did not show up for a group presentation and stopped attending class.

- In her writing sample, "Alina" referred to financial challenges and the need to work, which may have affected her focus and attendance:

> The challenges that I am currently facing have to deal with paying for my tuition. I was on a loan, however; [sic] because I didn't do so great last

semester, my loan was denied. I'm trying my best to get more hours at work but it's hard right now and I hope that everything will turn out okay.

- "Heather" did not withdraw from the class despite being told that her excessive absences (more than 20) and missed assignments would affect her ability to pass.
- "Curtis" frequently arrived to class late and missed in-class peer review workshops. He worked his way to ENG 100 from ENG 8, received accommodations from the campus disability office, and struggled with the writing assignments throughout the semester. During the Spring 2014 semester, he enrolled in ENG 100 for the third time.

At the midpoint of the semester, I alerted these students about their accumulated absences and missing assignments via email, conference, and/or Maka'ala, the campus early alert system, and recommended that they withdraw from the course. I customarily suggest taking a W because it does not lower a student's grade point average. Since they decided to remain enrolled in the class, possibly to maintain financial aid eligibility or to avoid disappointing family members, they received failing grades rather than W's.

The Instructor

Via the surveys, focus groups, and evaluations, students referred to the impact the instructor has on the class atmosphere and the students' attitude toward learning. Although only two students responding to the survey identified the instructor as a factor contributing to success, within the evaluations, thirteen students (29 percent) discussed the instructor's attitude and way of teaching as what they liked best about the course. In addition, I received an average score of 5 out of 5 in response to the evaluation prompt, "Overall, I'd recommend this instructor to other students who wanted to learn," and average overall scores of 4.93 (treatment group 1), 4.89

(treatment group 2), and 4.96 (control group). Addressing the ways in which I respond to students' needs seems relevant; in the sections that follow, I describe how I approach instruction.

Maintaining a Positive Attitude

To motivate students to actively participate in their learning, I constantly make an effort to exhibit enthusiasm and demonstrate a desire to learn from my students. During the focus group, Alyssa commented on the way the students' mood mirrors the instructor's: "[The instructor is] a positive person, and she helped me become a positive person, too, because some professors I have is [sic] grouchy. . . then you become like that. When I go to her class, I'm . . .happy, I'm positive." Many students admit that writing and reading are not their favorite subjects, so maintaining an energetic and pleasant demeanor can make a tremendous difference. "Jackie" remarked, "With [the instructor], . . .because her attitude and her personality is just so . . .up. . .she cares a lot about her students, I feel a little bit more motivated. . . [She] makes you care about the work that you're learning." Students, such as Adam, have also recognized my willingness to grow as an instructor and commitment to better serving students: "I think [the instructor's] position [as] a student. . . [shows that] she's always kind of observing and analyzing what's working. . . [S]ometimes [professors] get caught up in. . . their own idea of what works instead of really getting feedback from students."

Building a Classroom Community

Teaching at the community college level presents multiple opportunities to assist students with varied backgrounds and challenges. Some begin their college career immediately after high school. They may find the demands of higher education somewhat daunting and may realize that the freedom afforded is a double-edged sword. A good number of my students return to school after a significant absence and may take some time to reorient themselves. Others decide to

pursue degrees after making career changes, very often while maintaining multiple jobs and/or tackling responsibilities, such as caring for older family members or young children.

Many feel apprehensive about this major life adjustment, so I establish the importance of building a classroom community from the first day of class. The students and I play "Meet and Greet Blackout Bingo." (See Appendix D.) Everyone receives a bingo sheet with spaces that house various descriptions. Students circulate the room and locate people who match the descriptions, gain signatures, and attempt to fill the entire bingo grid. I distribute prizes to everyone, which shows that I value their participation, and we all begin to learn names and a little more about people's backgrounds and interests. Learning my students' names by the end of the first week of the course is a priority.

When students feel connected to their instructor, classmates, and other members of the campus community, their sense of belonging grows, resulting in increased engagement and success. Teresa's experience serves as an example:

> I like how [the instructor] interacted with the class and how she also made. . . each student, interact with each other. . . Usually I just go to school and do my work. I keep to myself, but [in] this class, this is the most that I've interacted with other students.

Teresa's classmate, Justin, concurred:

> In that class everybody is friends with everybody. . . .[T]he. . . professors. . . really contribute to how the student acts [and does] in school. . . . [I]n our. . . class, it feels like you're being wanted to come back and [the instructor] really gets me motivated. She makes me want to do better.

Spending as much time as I can building relationships with students is important. For each essay assignment, students schedule a mandatory conference with me. I see each of them in

my office at least three times a semester. During a typical semester, I conduct approximately 240 conferences, which translates to about 67 hours spent outside of class with students. Although this is a time-consuming task, the benefits far outweigh the challenges. Students receive the one-on-one attention they deserve to assist them with their writing assignments, and I am fortunate to benefit as well by learning about and from their experiences. In our conversations, my students and I have asked each other tough questions, brainstormed, exchanged ideas, differed in opinion, problem-solved, shared stories, commiserated, laughed, and cried. Semester after semester, when completing evaluations, many students cite the conferences as a strong aspect of the course.

Offering Help

In response to the student evaluation prompt, "The instructor's willingness to help you," 45 students (100 percent) commented that I was helpful. Students observed my dedication to them in and out of the classroom. One noted, "[The instructor] always tried her best to elaborate on things we had difficulty understanding." Another student wrote, "For papers she helped a lot. I really liked the one on one meetings for our papers we write b/c [sic] it helps me improve my draft." Sharing during the focus group, "Tristan" expressed, "I ask her questions. . . when class ends and. . .she doesn't rush into it and tell me to leave because she wants to go somewhere." As an instructor, I assume the responsibility of minimizing students' confusion or frustration, no matter how long the explanation takes.

Making Learning Fun

In evaluating the course, twelve students (27 percent) mentioned that the instructor's way of making learning fun and class activities were the aspects that they liked best about the course. During the focus group, Darren stated, "I don't think [the instructor] has bad exercises or games. It's always different and fun. We're doing something new, and she's interacting." When

introducing new concepts, I begin by asking students what they already know and note their responses on the board. They are typically capable of composing a nice-sized list of ideas. We then engage in a quick activity built into a PowerPoint presentation I have created. For instance, for my unit on evaluation, I ask students to brainstorm examples of evaluations they participate in on a daily basis. At first, many students insist that they do not evaluate that much, but when I inquire about their daily routine—waking up and determining how they feel or assessing traffic conditions on the road—they begin to understand the way many aspects of daily life present us with evaluative opportunities. We then evaluate food or other items by identifying appropriate standards, gathering evidence, and anticipating counterarguments. Activities such as these prove in a quick and engaging way that students possess a great deal of knowledge upon which we continue to build throughout the course. Moreover, as "Dustin" shared, when students actively participate in class, they eagerly attend and feel that the time spent is worthwhile: "[I]t's just good that [the instructor plans]. . . other games like even the scavenger hunt stuff. I'd rather go to her class. . . My other classes are boring. All we do is. . . sit in lecture, and I felt that I could do that at home."

Establishing an Organized Course

Over the years, many students have commented within student evaluations that they appreciate receiving a clear outline of the course. During the semester in which the study was completed, six students (13 percent) identified the course organization/structure as what they liked best. During the focus group, Adam explained, "Progressively, I became a better writer because of how accountable this class is in the way it's set up for each assignment. . . . [T]he process is laid out for you."

Developing Confidence by Addressing Writing Apprehension and Writer's Block

Within the evaluations, 39 students (87 percent) commented positively about the learning process they went through. One student responded, "I am now more confident to write papers because of this class," while another looked forward to the challenge of a writing-intensive course: "I learned a lot of reading & writing skills & am excited to move to English 200."

I have encountered students who have delayed enrolling in writing courses largely because of intimidating prior situations—enduring writing classes devoted entirely to grammar lessons, facing papers riddled with red marks that fixate on sentence-level issues, and receiving disheartening comments about writing potential.

Since low-stakes assignments completed earlier in the semester provide students opportunities to familiarize themselves with the course and boost confidence, I break up major essay assignments into smaller pieces. Dustin commented candidly, "The writing process takes so long. I don't like doing it because it takes forever. . . [I]n high school, I used to just blast it out in one night. . . But this class. . . breaks it down, so it's easier. So it's not so overwhelming." Additionally, I promote analysis by asking students to determine the writing strategies and techniques present in the readings, to provide a few examples, and to offer a critique. Most students take some time to become proficient in these higher-order skills, so we consistently practice them via class activities, and I underscore their application to the essay assignments. As the discussions of model readings foster the combination of students' prior experience and knowledge with critical thought, I aim to help students gain understanding of newer concepts and thereby increase confidence, while also showing them that their comments matter.

While some degree of structure is necessary in a foundational composition course, writing that adheres too stringently to a formula has become a practice to which many students

are accustomed. They become understandably conflicted when they encounter guidelines and recommendations that encourage them to explore new writing formats and techniques. For example, particularly at the start of the semester, I read drafts with paragraphs that go on for two pages or more because students feel that they must stick to a five-paragraph format. They often seem surprised to learn that they do not need to include a specific number of sentences or paragraphs in their essays. When deviating from previously-learned rules makes students uncomfortable, writer's block may occur. I agree with Birkenstein and Graff's (2008) statement in "Point of View: In Teaching Composition, 'Formulaic' Is Not a Four-Letter Word": "[I]f we try to reject formulas altogether, we forfeit a valuable tool for clarifying academic mysteries to large numbers of students" (p. 19). Birkenstein and Graff (2008) suggested that instructors cultivate critical thought by devising alternative formulas (p. 19); I have devoted careful attention to this idea and to Rose's (1984) research on writer's block in order to make writing accessible to students.

In an effort to stem the onset of writer's block at the start of the writing process while also laying the foundation for critical thought, I require students to construct plans that address 1) the essay topic, 2) possible ideas for the essay, 3) goals to accomplish, 4) a writing schedule, and 5) resources the writer will consult. On the plan due date, I set aside class time to review the assignment with each student. This initial stage is critical and can determine the direction of the rest of the writing process. I ask students to generate their own topics but also realize that, for some, freedom can actually exacerbate existing writing apprehension and may contribute to writer's block. Therefore, I offer gentle guidance by clarifying the plan, asking questions, and sometimes suggesting topic redirection. Hunzer (1995), in "Freedom as Constraint in the Writing Process," illuminated the relationship between freedom and a quality support system:

> A guide should not abandon the students and let them fend entirely for themselves simply to promote the idea that students should have freedom in the writing process. How beneficial is freedom if students become anxious before approaching writing or suffer from writer's block during writing simply because they are unable to negotiate the freedom? (p. 11)

In a reflection, a student wrote, "What helped me out the most on writing my essay was the plan on what my essay is going to consist of," while Jackie commented, "English is a subject that. . . I have troubles in. I have a hard time in grammar and structure. . . and the system. . . used to [create] this essay is really helpful. . . I would recommend continuing the format of planning an essay." The plan seems to serve as a beneficial tool.

After I review the plan, students compose draft 1, which should reach at least two pages, so as to provide readers enough material to consider when supplying feedback. I strategically pair students after determining their writing strengths and challenges by reading writing samples and gaining a sense of their personalities. I specifically request that students use a peer review checklist that focuses on organization and content rather than sentence-level issues, providing up to 10 points for quality comments that are constructive, supportive, and pose questions. Once students become accustomed to the peer review process, many exhibit insightful critiquing skills and seem more at ease with sharing their drafts. A strong sense of community becomes evident. Some students become so enthusiastic that they read the work of others in addition to their partner's, and post helpful and friendly comments online.

The draft 2 conference occurs during the next phase of the writing process. I pay close attention to the draft's evolution, concentrating on the organization and development of ideas, and presenting questions and suggestions to consider. The students and I experience quite a few

eye-opening moments as we chat about the essay topic, unearthing appropriate material for the essay. Candace wrote, "The one thing that helped me during this writing process was when my professor. . . read [my draft] and. . . asked questions. . . It allowed me to see where I needed more details and what I needed to fix." At the conference, I also note any sentence-level issues students should address, emphasizing that attention to content and organization should take precedence over the editing and proofreading that occur during later stages of the writing process. Identification and remedying of editing and proofreading issues take time, so I tell students that gradual improvement is fine.

Students also reflected upon their writing progress in the course after the completion of each major essay assignment (three times). These written reflections provided students the opportunity to engage in metacognition by recognizing what they learned about their writing topic and about the writing process, the challenges they faced and how they overcame them, what helped them the most while writing the essay, and what they hoped to continue to strive to achieve. In looking back on the process of writing his autobiographical essay, "Tim" remarked:

> [I]n high school, I wouldn't follow any writing process and would just skip to the final and turn it in. I felt I sucked at writing so I shouldn't try. I know having that attitude in school is bad but I felt math was more important. It's showed me that the writing process WILL make your essay much better! Having my paper revised by my teacher, classmate, and myself really changed the whole outlook of my paper. I feel I wouldn't have changed it that much without them. I'm not a strong writer but I feel I can and will learn how to be. I think that with time and practice from this class, I won't struggle as much with writing as I do now.

I anticipated that students would comment more on the success skill interventions implemented for the study because I was most interested in finding out whether or not they were effective in increasing students' ability to pass ENG 100. Therefore, I was quite surprised, but nonetheless fortunate, to receive feedback that focused on the aspects of my instruction that remained unchanged. After reflecting on students' responses, I have realized that my usual instructional practices incorporated quite a few success skills components similar to the interventions, which perhaps also contributed to the results of the study.

CHAPTER FIVE

CONCLUSION

> Many practitioners, locked into a view of themselves as technical experts, find nothing in the world of practice to occasion reflection. For them, uncertainty is a threat; its admission is a sign of weakness. (Schön, 1983, p. 69)

Reflecting on my practice has transformed me professionally and personally. No longer that anxious and unsure lecturer I was when I started teaching at Leeward CC, ten years into my career, I arrived at a point where I felt confident and comfortable. Students seemed to respond positively to my approach to ENG 100, providing supportive student evaluations and recommending that their friends and family members take my class. I took some risks and made many discoveries that helped me get to that safe place. Although making adjustments to assignments, activities, and techniques has always been my habit, I admit that I have not always implemented the new concepts I've learned about during workshops and conferences or fully developed kernels of innovation, thinking, *I can wait until next semester or the summer, when I have more time.* I have read tons of articles and taken extensive notes, but more often than not, the inspiring ideas remained on the pages. Embarking on this study was just what I needed to break free of my secure routine in order to dedicate increased attention to student success.

Over the course of a semester at Leeward Community College, this study attempted to determine whether or not student success—indicated by a C grade or higher—in ENG 100 would increase as the result of developing success skills by researching two treatment groups and measuring them against a control group. Students encounter the first-year composition course early on in their college experience because it serves as a prerequisite for writing-intensive courses and classes in other disciplines. This foundational class provides students with

experience in writing for different purposes and audiences, thereby preparing them for future course work. High enrollment and low success rates have earned first-year composition courses the unfortunate status of "gatekeeper," suggesting that they operate as an obstacle to retention, persistence, and graduation. As an instructor whose teaching schedule each semester includes multiple sections of ENG 100, I also sought to investigate the factors that contribute to the course's status as the top gatekeeper course at Leeward CC year after year by soliciting student viewpoints through a combination of surveys, focus groups, and evaluations.

Teaching at a community college as diverse as Leeward CC has shown me the range of students' experiences, and has prompted me to continually assess and reflect upon my practice in order to better respond to the needs of such a unique population. Like acrobats spinning multiple plates precariously on sticks, community college students have much more than classes on their mind as they attempt to hold down multiple jobs and run households at the same time. They deal with health problems, transportation difficulties, and finding a place to stay, among a host of other issues. Instructors must pay attention to their students' needs and support them accordingly by engaging them, motivating them, and most of all, caring about them.

At the study's conclusion, treatment group 1, treatment group 2, and the control group achieved average adjusted student success rates of 70.0 percent, 83.3 percent, and 88.9 percent respectively, thereby each meeting Leeward CC's measure of success by reaching at least 70 percent. Comparing these results might indicate that the interventions did not appear to have had a positive impact on the students in the treatment groups. However, several variables, including the make-up of the class, students' writing skill at the start of the course, previous learning experiences, and non-institutional factors (e.g., personal circumstances) that potentially influenced the results deserve consideration.

The success skills interventions implemented in ENG 100 during the study—the "Getting to Know You" writing assignment, ENGAGE College assessment and reflection, campus resources scavenger hunt activity, and Writing Center consultations—provided students chances to identify their motivation for attending college and the factors impacting their success, increased their awareness of and familiarity with campus resources, and have helped them to feel like more active participants in the Leeward CC community. While Leeward CC is a relatively small campus, I realized that many students were not aware of the services available to them. In addition, the scavenger hunt activity and Writing Center consultations encouraged students to interact with campus staff, which helped them to see that friendly, knowledgeable people, in partnership with their instructors, want them to succeed. As a commuter student during my undergraduate years at the University of Hawai'i at Mānoa, once I became involved in student government and started working on campus, I spent more time there, made many new friends, built relationships with faculty and staff, increased my knowledge of what was happening on campus, and felt like a productive contributor. I have many fond memories of my years in college, and my positive experience definitely influenced me to work in the college atmosphere.

In addition to examining the results of success skills development, this study aimed to bring students' voices to the forefront. I have made assumptions based on my observations of students about factors impacting their success, but actually hearing from students was critical. Their comments were extremely valuable in confirming theories, reassuring me of the value of instructional techniques I have utilized, and providing ideas for the future. Inviting students to assess one's course and instruction through multiple means can make even the most seasoned educator a bit anxious, but the informal feedback exchanges, and survey, focus group, and evaluation responses that I received were supportive and helped me to see that students recognize

my efforts to create strong relationships with them and my love for teaching and learning. Actually, I had not expected my students to comment in such depth about aspects of my instruction unrelated to the interventions, but I was humbled that they shared their perspectives on my approaches to building a classroom community, making learning enjoyable, and developing confidence.

Since concluding my study in May 2013, I continue to plan the scavenger hunt activity and require students to visit a Writing Center consultant at least twice during the semester. I was rather disheartened that very few students fulfilled the Writing Center visit requirement and have made sure to issue many more reminders via the class whiteboard and verbally to motivate students to seek additional feedback to develop their writing, researching, and critical thinking skills, and to gain experience sharing their writing with different audiences. Slowly, my students have realized that they do not need to fear the writing consultants. Quite a few have enjoyed positive experiences, and some have successfully applied to work as writing consultants.

Through my involvement in various Leeward CC organizations, I have been able to share my experience as a reflective practitioner. In Fall 2013 and Spring 2014, I served as a campus Keymasters program facilitator of two faculty groups. A voluntary professional development opportunity, Keymasters requires faculty, lecturers, and staff to engage in action research by instituting a change, analyzing the results, and sharing the findings with the campus community. As a member of the campus Gatekeeper Subcommittee, I continue to participate in discussions about student success. Looking toward the 2014-2015 academic year, the committee plans to further investigate factors affecting success in college by talking to students. Throughout the research process, I have also discussed my study with many colleagues within and outside of the writing discipline, which has influenced several individuals to apply to doctoral programs

focused on practitioner research and to recognize the merits of student feedback. As an instructor of a gatekeeper course, I hope to share my discoveries with my writing discipline peers via my continued role as ENG 100 course facilitator and with faculty in other areas of study as well.

Beginning in Fall 2014, Leeward CC will offer close to 40 sections of IS 197F, a College Success Seminar. This is a non-credit course that covers success skills, such as self-efficacy, time management, and academic and career goal setting, for new students who place into at least one developmental level class. Instructors, staff, and administrators, who have attended First Year Experience conferences, including myself, have been invited to teach this new course. I aim to teach IS 197F in Spring 2015, so I plan to receive training during summer 2014 to understand the philosophy behind college success seminars and to learn how to best support students in achieving course goals. I view this opportunity as a natural next step for me, as I would like to work more intensively with students at the start of their college experience and to continue my research into the potential of success skills curricula.

Freire (2005) stated, “The unfinished character of human beings and the transformational character of reality necessitate that education be an ongoing activity” (p. 84). This study has provided valuable insight on the student success issue but has also raised questions that deserve exploration beyond what can be discussed here. For educators who strive to enhance their practice, the inquiry process is without end; it provides stimulation and renewal. Analyzing the impact of success skills interventions over several semesters and conducting a longitudinal study of students who pass ENG 100 and move on would make interesting subjects for future research. Since the first-year composition course has maintained its status as a gatekeeper for a significant period of time, rather than throwing up their hands and surrendering to the prospect that it will always remain this way, instructors, staff, and administrators must pay attention to their students and their experiences. This study has reaffirmed my commitment to students and to the learning process.

APPENDIX A

CONSENT TO PARTICIPATE IN RESEARCH STUDY

University of Hawai‘i at Mānoa

Consent to Participate in Research Study:
Increasing ENG 100 Student Success: Exploring the Impact of Success Skills Interventions

My name is Kathryn Fujioka-Imai, and I am an Assistant Professor of English at Leeward Community College. I am also a doctoral student in the University of Hawai‘i at Mānoa College of Education. As part of the requirements for earning my doctoral degree, I am conducting a research study. My study involves implementing success skills interventions in English 100 at Leeward Community College to see whether or not student success increases. I also want to learn about students' responses to these interventions. I am asking you to participate in this study because you are enrolled in English 100.

Activities and Time Commitment: If you participate in this project, you will be one of about 40 students I will observe during class sessions throughout the Spring 2013 semester. During the semester, I will monitor your progress as you complete required assignments and activities for the course.

Of the 40 students, I will interview about 12 individually. If you are selected, I will meet with you at a location and time convenient for you. The interview will take 30-45 minutes. It will consist of 10-15 open-ended questions, such as the following: "What challenges have you experienced in English 100?" "Did you find completing ENGAGE College useful? Why or why not?" "What advice did the writing consultants provide? Did it help you during the writing process?" I will record the interview using a digital audio recorder so that I can later transcribe it and analyze the responses.

Benefits and Risks: There will be no direct benefit to you for participating in this interview. Nevertheless, I hope that the results of this study will help me and other Leeward Community College English 100 instructors improve the course, which will benefit students. I believe there is little risk to you in participating in this research study. However, if you become stressed or uncomfortable while answering any of the questions or discussing topics with me during the interview, we can skip the question, or take a break, or stop the interview, or you may withdraw from the project altogether.

Privacy and Confidentiality: During this research study, I will keep all data in a secure location. Only my University of Hawai‘i advisor and I will have access to the data, although legally authorized agencies, including the University of Hawai‘i Human Studies Program, can review research records. After I transcribe the interviews, I will erase the audio-recordings. When I type and report the results of my research study, and in my typed transcripts, I will not use your name or any other personally identifying information. Instead, I will use pseudonyms (fake names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Voluntary Participation: Your participation in this project is completely voluntary. At any point during this study, you may stop participating without any penalty or loss. Your participation or non-participation will not impact your rights at Leeward Community College. Moreover, I realize that I am both the researcher, and at the same time, your instructor. I assure you that the choice to participate or not participate in this study will have no impact on your grades or on your relationship with me as your instructor.

Questions: If you have any questions about this research study, please call me at (808) 455-0327 or e-mail me at kathrynf@hawaii.edu. If you have any questions regarding your rights as a research participant, please contact the UH Human Studies Program, by phone at (808) 956-5007, or via e-mail at uhirb@hawaii.edu.

If you agree to participate in this study, please complete this signature page and return it to:

Kathryn Fujioka-Imai
Language Arts Division, Office #204

Signature for Consent:

I have read and understand the information provided to me about participating in the research study, *Increasing ENG 100 Student Success: Exploring the Impact of Success Skills Interventions.*

My signature below indicates that I agree to participate in this research project.

Printed name: _____

Signature: _____

Date: _____

You will be given a copy of this consent form for your records.

APPENDIX B

SUCCESS SKILLS INTERVENTIONS MATERIALS

Writing Sample:
Getting to Know You

Welcome to English 100! I'm excited about the opportunity to work with and learn more about you throughout the semester. So that I may better understand who you are and gain a sense of your writing abilities, I ask that you introduce yourself in an essay that you will complete during today's class.

Points: 20 points possible

Formatting Guidelines:

- ✓ You may compose your essay on this sheet or use your own lined paper. Either pencil or pen is fine. No minimum or maximum page length exists; just make sure that you thoroughly address the questions provided.
- ✓ Please follow the typical structure for organizing an essay: introduction (including a thesis statement), body paragraphs, and conclusion.

Topic: Please respond to the following questions in your essay.

- Why did you decide to attend college?
- What do you expect from college? If you have been in college for at least a semester, has it met your expectations? Why or why not?
- What challenges are you facing that could impact your college experience?
- Who and/or what can motivate you to be successful?

ENG 100 Scavenger Hunt
Familiarizing Yourself with Campus Resources

Instructions:

- Work with your group members to answer the questions below.
- Take a picture of the group at each location to prove that you were there. Get creative! Post photos to Facebook.

☺ Locate the **Admissions and Records Office**. Answer the following questions when you get there:

1) What is the last day to withdraw from semester-long courses with a "W" grade?

   _____

2) How much does a copy of a transcript cost?

   _____

☺ Find the **Financial Aid Office**. Answer the following questions when you locate it:

1) Where is the office (building and room number)?

   _____

2) What does FAFSA stand for?

   _____

3) What is the priority deadline to submit the FAFSA?

   _____

4) What is the minimum cumulative GPA a student needs to qualify for financial aid?

   _____

☺ Visit the **Student Life Office**. Answer the following questions there:

1) The Student Life Office provides discount movie tickets. How much do they cost?

   _____

2) Find out the names of two registered student organizations. List them here.

_____

3) What is the registration deadline to participate in Co-Ed Soccer?

_____

☺ Find the **Test Center**. Answer the following questions there:

1) What are the Test Center's hours of operation?

_____

2) What do students need to bring in order to take a test?

_____

☺ Go to the **Learning Resource Center**. Answer the following questions when you get there:

1) Name three subjects that students can receive help in from a tutor.

_____

2) What are the three ways to make a tutoring appointment?

_____

☺ Walk over to the **Writing Center**. Answer the following questions there:

1) Pick up a Success Connection Workshops schedule for each group member. What is the name of the workshop on February 20?

_____

2) If you are unable to get to campus, how can you still receive help from a writing consultant?

_____

BONUS: Pick up a bookmark and grammar handout for each group member.

You've reached the finish line! Great job!
Please return to the classroom.

APPENDIX C

DATA COLLECTION MATERIALS

ENG 100 Survey

Course Information

***1. Please complete.**

Instructor's Name:

CRN:

Student Information

2. What is your gender?

- Female
- Male

3. Which race/ethnicity best describes you? (Please choose only one.)

- African American or Black
- American Indian or Alaskan Native
- Caucasian or White
- Chinese
- Filipino
- Guamanian or Chamorro
- Hispanic American
- Japanese
- Korean
- Laotian
- Micronesian (not GC)
- Mixed Asian
- Mixed Pacific Islander
- Mixed Race (2 or more)
- Native Hawaiian or Part Hawaiian
- Other Asian
- Samoan
- Tongan
- Vietnamese

4. What is your age?

- Under 18
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- Over 55

5. What is your employment status?

- Full-time
- Part-time
- Not Working

ENG 100 Survey

6. Are you a first-time college student?

- ◯ Yes
- ◯ No If you answered "no," how many years have passed since your first time in college? _____

7. Number of semesters spent at Leeward:

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6+

8. Number of times enrolled in ENG 100:

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6+

9. Please complete the bubble that best represents how you feel about the statement below:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am confident in my study habits.	◯	◯	◯	◯	◯

10) What factors impact a student's ability to pass ENG 100?

11) What skills should students possess to succeed in college in general, and in ENG 100 specifically?

12) What skills are you interested in learning?

13) What advice would you give to future ENG 100 students?

STUDENT FOCUS GROUP PROTOCOL AND QUESTIONS

Please read at the beginning of the focus group sessions:

Thank you for participating in today's ENG 100 student focus group. My name is Kristi Ayers, and I am assisting your instructor, Kathryn Fujioka-Imai, in collecting information for her University of Hawai'i at Mānoa College of Education dissertation research study. Kathryn is interested in learning about students' experiences in ENG 100 and college in general so that she can help more of them succeed.

For the next 30-45 minutes, I will ask you questions regarding activities you have participated in as students in Kathryn's class. I will also ask you about your thoughts related to student success. For accuracy, I will use a digital device to record today's discussion in addition to typing notes with a laptop. Although I will begin our discussion by asking each of you to state your full name and age, Kathryn will not use your names anywhere in the paper that she will write. She will also erase the digital recording after completing her research. Kathryn asks that you respect each other's privacy by keeping what everyone shares today confidential. Lastly, she wants you to know that your responses will not affect your course grade or relationship with her. If you feel uncomfortable at any time during our discussion, you may choose to withdraw from the study without penalty.

Focus Group Questions:

- Please state your full name and age.
- Why are you attending college?
- What is your attitude toward writing?
- Have you experienced any challenges in ENG 100? If so, please describe them. What has helped you to overcome these challenges?
- What are your thoughts about the ENGAGE College assessment you completed in the computer lab? (This happened during the early part of the semester.)
- What are your thoughts about the Campus Services Scavenger Hunt activity? Do you plan to utilize any campus services in the future? If so, what are they?
- Kathryn has required students to meet with a writing consultant at the Writing Center at least two times before the end of the semester. How many times have you visited the Writing Center? What advice did the writing consultants provide? Did it help you during the writing process? Why or why not?
- What are your thoughts about Kathryn's class assignments and/or activities?
- Do you feel that you receive adequate support as a student in Kathryn's class? Why or why not?
- Throughout the semester, have you noticed any changes in yourself as a writer and as a student in general?
- What ideas can you think of that Kathryn and other ENG 100 instructors could try to increase student success?

COURSE _____ CRN NO. _____ INSTRUCTOR NAME _____

STUDENT'S EVALUATION OF INSTRUCTOR AND COURSE

	Strongly Disagree					Strongly Agree	Does not Apply
I have attended class regularly.		1	2	3	4	5	_____
I have made an honest effort to master the materials and skills for this course.		1	2	3	4	5	_____
1. This course has given a better understanding of concepts, skills, and principles in this field.		1	2	3	4	5	_____
2. The course goals and overall purpose have been made clear.		1	2	3	4	5	_____
3. Course procedures (attendance, assignments, exams, etc.) have been made clear.		1	2	3	4	5	_____
4. The assignments (such as reading, writing, etc.) are helpful in reaching the goals set for this course.		1	2	3	4	5	_____
5. The instructor meets the class regularly.		1	2	3	4	5	_____
6. The instructor starts the class on time.		1	2	3	4	5	_____
7. The instructor is usually well prepared, organized, and makes good use of class time.		1	2	3	4	5	_____
8. The instructor is available during office hours.		1	2	3	4	5	_____
9. The instructor makes me want to learn.		1	2	3	4	5	_____
10. The instructor makes confusing parts of the course clear.		1	2	3	4	5	_____
11. I feel the instructor treats me with respect.		1	2	3	4	5	_____
12. The instructor returns written assignments and tests within a reasonable length of time.		1	2	3	4	5	_____
13. Overall, I'd recommend this instructor to other students who want to learn.		1	2	3	4	5	_____

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM

Please comment on these aspects of the course. Your comments can help the instructor to improve his/her method of teaching. The instructor will not read the comments until after grades are turned in at the end of the semester. Thank you.

---

1. The instructor's knowledge of and enthusiasm for the subject.

2. The instructor's willingness to help you.

3. The instructor's fairness to you.

4. What you liked best about the course.

5. Changes which might improve the course.

6. Your feeling about the learning process you went through.

APPENDIX D

ENG 100 COURSE MATERIALS

ENG 100 COURSE SCHEDULE (TREATMENT GROUP 1)

RCWW = Reading Critically, Writing Well AWR = A Writer's Reference

	Date	Class Agenda/Assignments Due	Homework
Week 1	**Mon., 1/7**	▪ Explanation of Course Syllabus, Schedule, and Guidebook ▪ Introductions: Meet and Greet Bingo!	▪ Read *RCWW*, Chap. 1: Academic Habits of Mind: Thinking, Reading, and Writing in College pp. 1-18 (You may skip the activities.)
	Wed., 1/9	▪ PowerPoint Presentation on **Chap. 1: Academic Habits of Mind: Thinking, Reading, and Writing in College** ▪ Diagnostic Writing Sample	▪ Read *RCWW*, Chap. 2: Autobiography pp. 19-21 ▪ Read *RCWW*, A Guide to Writing Autobiography pp. 67-75
	Fri., 1/11	▪ **Reading Quiz #1** ▪ Discuss Essay Assignment #1: Autobiography ▪ PowerPoint Presentation on **UNIT I: AUTOBIOGRAPHY** • **Chap. 2: Autobiography** • A Guide to Writing Autobiography	
Week 2	**Mon., 1/14**	**Autobiography Essay Plan due in class** ▪ Discuss Plans ▪ Group Presentation Work Session	▪ Read *RCWW*, excerpt from *An American Childhood* pp. 22-25 ▪ Skim *RCWW*, pp. 25-32
	Wed., 1/16	▪ **Reading Quiz #2** ▪ A Guide to Reading Autobiography: Discuss excerpt from *An American Childhood* ▪ Discuss "Where I'm From" Poem Extra Credit Opportunity	
	Fri., 1/18	▪ CompClass Orientation (location TBA) **(Bring CompClass access code.)** ▪ Sign up for and discuss Group Presentation assignment	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 75-80 ▪ Read handout, "A Different Kind of Mother"
Week 3	**Mon., 1/21**	**Martin Luther King, Jr. Day Holiday — NO CLASS**	
	Wed., 1/23	**Autobiography Essay Draft 1 due to CompClass by 5 p.m.** ▪ **Reading Quiz #3** ▪ Review Autobiographical Writing Strategies ▪ Discuss "A Different Kind of Mother"	
	Fri., 1/25	**Peer Review for Autobiography Essay Draft 1 due to CompClass by 5 p.m.** ▪ Autobiography Activities	▪ Read *AWR*, Sentence fragments pp. 212-218

	Date	Class Agenda/Assignments Due	Homework
Week 4	**Mon., 1/28**	▪ ENGAGE College (location TBA) **(Bring COMPASS Placement Test scores.)** ▪ Grammatical Sentences Lesson • Sentence fragments	
	Wed., 1/30	**Extra Credit "Where I'm From" Poem due to CompClass by 5 p.m.** ▪ Campus Services Scavenger Hunt	▪ Read *RCWW*, excerpt from *Always Running* pp. 39-41
	Fri., 2/1	**Autobiography Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 5	**Mon., 2/4**	▪ **Reading Quiz #4** ▪ **Group A Presentation:** excerpt from *Always Running*	
	Wed., 2/6	▪ Peer Review Workshop: Autobiography Essay **(Bring current draft.)**	▪ Read *RCWW*, Chap. 6: Evaluation pp. 281-283 ▪ Read *RCWW*, A Guide to Writing Evaluations pp. 330-339
	Fri., 2/8	**Essay #1: Autobiography Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #5** ▪ Discuss Essay Assignment #2: Evaluation ▪ PowerPoint Presentation on **UNIT II: EVALUATION** • **Chap. 6: Evaluation** • A Guide to Writing Evaluations	
Week 6	**Mon., 2/11**	**Evaluation Essay Plan due in class** ▪ Discuss Plans ▪ Group Presentation Work Session	▪ Read *RCWW*, "The Myth of Multitasking" pp. 308-313 ▪ Skim *RCWW*, pp. 288-293
	Wed., 2/13	▪ **Reading Quiz #6** ▪ A Guide to Reading Evaluations: Discuss "The Myth of Multitasking"	
	Fri., 2/15	▪ Library Instructional Session (upper floor of Library)	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 339-344 ▪ Skim *RCWW*, Appendix 2: Strategies for Research and Documentation pp. 607-645
Week 7	**Mon., 2/18**	**Presidents' Day Holiday — NO CLASS**	
	Wed., 2/20	**Evaluation Essay Draft 1 due to CompClass by 5 p.m.** **Group A Individual Reflection due to CompClass by 5 p.m.** ▪ Review Evaluation Writing Strategies ▪ PowerPoint Presentation on • Conducting Research Effectively • MLA Documentation • Integrating Sources with Your Own Writing	▪ Read *RCWW*, "*Avatar*" pp. 294-299

	Date	Class Agenda/Assignments Due	Homework
	Fri., 2/22	**Peer Review for Evaluation Essay Draft 1 due to CompClass by 5 p.m.** ▪ **Reading Quiz #7** ▪ Discuss "*Avatar*"	▪ Read *AWR*, Drafting pp. 14-18, and Writing paragraphs pp. 32-34 and 39-45
Week 8	**Mon., 2/25**	▪ Composing and Revising Lesson • Drafting • Writing paragraphs	
	Wed., 2/27	▪ Evaluation Activity	▪ Read *AWR*, Words that sound alike pp. 293-294, The semicolon pp. 274-276, and The apostrophe pp. 278-281
	Fri., 3/1	**Faculty Professional Development Day — NO CLASS**	
Week 9	**Mon., 3/4**	**Evaluation Essay Draft 2 Conferences in LA 204 — NO CLASS**	
	Wed., 3/6	▪ Mechanics Lesson • Words that sound alike ▪ Punctuation Lesson • The semicolon • The apostrophe	▪ Read *RCWW*, "Working at McDonald's" pp.284-288
	Fri., 3/8	▪ **Reading Quiz #8** ▪ **Group B Presentation:** "Working at McDonald's"	
Week 10	**Mon., 3/11**	**Information Literacy Exam Completion Deadline** ▪ Peer Review Workshop: Evaluation Essay **(Bring current draft.)**	▪ Read *RCWW*, Chap. 9: Proposal to Solve a Problem pp. 483-486 ▪ Read *RCWW*, A Guide to Writing Proposals pp. 538-546
	Wed., 3/13	**Essay #2: Evaluation Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #9** ▪ Discuss Essay Assignment #3: Proposal to Solve a Problem ▪ PowerPoint Presentation on **UNIT III: PROPOSAL TO SOLVE A PROBLEM** • **Chap. 9: Proposal to Solve a Problem** • A Guide to Writing Proposals	▪ Read handout, "Reforming Schools through a Federal Test for College Aid"
	Fri., 3/15	▪ **Reading Quiz #10** ▪ A Guide to Reading Proposals: Discuss "Reforming Schools through a Federal Test for College Aid"	
Week 11	**Mon., 3/18**	**Proposal to Solve a Problem Essay Plan due in class** ▪ Discuss Plans ▪ Research Session (location TBA)	▪ Read *AWR*, Run-on sentences pp. 218-222 and Shifts pp. 123-126
	Wed., 3/20	▪ MLA Documentation Practice ▪ Grammatical Sentences Lesson • Run-on sentences ▪ Sentence Style Lesson • Shifts	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 546-550 ▪ Read handout, "Wheelchair Hell: A Look at Campus Accessibility"

	Date	Class Agenda/Assignments Due	Homework
	Fri., 3/22	**Proposal to Solve a Problem Essay Draft 1 due to CompClass by 5 p.m.** **Group B Individual Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #11** ▪ Review Proposal Writing Strategies ▪ Discuss "Wheelchair Hell: A Look at Campus Accessibility"	
Spring Break	**Mon., 3/25**	**NO CLASS**	
	Wed., 3/27		
	Fri., 3/29		
Week 12	**Mon., 4/1**	**Peer Review for Proposal to Solve a Problem Essay Draft 1 due to CompClass by 5 p.m.** ▪ Proposal Activities	▪ Read *AWR*, Wordy sentences pp. 153-156 and Appropriate language pp. 159-164
	Wed., 4/3	▪ Word Choice Lesson • Wordy sentences • Appropriate language	▪ Read *RCWW*, "More Testing, More Learning" pp. 525-529
	Fri., 4/5	▪ **Reading Quiz #12** ▪ **Group C Presentation:** "More Testing, More Learning"	
Week 13	**Mon., 4/8**	▪ Research Session (location TBA)	▪ Read *AWR*, Writing about texts pp. 67-77
	Wed., 4/10	**Proposal Essay Draft 2 Conferences in LA 204 — NO CLASS**	
	Fri., 4/12	**Proposal Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 14	**Mon., 4/15**	▪ Discuss In-Class Essay Assignment ▪ Analysis Practice	
	Wed., 4/17	▪ MLA Documentation Practice	
	Fri., 4/19	**Group C Individual Reflection due to CompClass by 5 p.m.** **Optional Essay Revisions due to CompClass by 5 p.m. (no late work accepted)** ▪ Peer Review Workshop: Proposal to Solve a Problem Essay **(Bring current draft.)** ▪ Course Evaluations	
Week 15	**Mon., 4/22**	**Essay #3: Proposal to Solve a Problem Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **In-Class Essay Assignment** (location TBA)	
	Wed., 4/24	▪ **In-Class Essay Assignment** (location TBA)	
	Fri., 4/26	▪ **In-Class Essay Assignment** (location TBA)	
Week 16	**Mon., 4/29**		
	Wed., 5/1	**Last day of instruction for all courses**	

ENG 100 COURSE SCHEDULE (TREATMENT GROUP 2)

RCWW = Reading Critically, Writing Well AWR = A Writer's Reference

	Date	Class Agenda/Assignments	Homework
Week 1	**Tues., 1/8**	▪ Explanation of Course Syllabus, Schedule, and Guidebook ▪ Introductions: Meet and Greet Bingo! ▪ Diagnostic Writing Sample	▪ Read *RCWW*, Chap. 1: Academic Habits of Mind: Thinking, Reading, and Writing in College pp. 1-18 (You may skip the activities.)
	Thurs., 1/10	▪ PowerPoint Presentation on **Chap. 1: Academic Habits of Mind: Thinking, Reading, and Writing in College** ▪ Sign up for and discuss Group Presentation assignment	▪ Read *RCWW*, Chap. 2: Autobiography pp. 19-21 ▪ Read *RCWW*, A Guide to Writing Autobiography pp. 67-75
Week 2	**Tues., 1/15**	▪ **Reading Quiz #1** ▪ Discuss Essay Assignment #1: Autobiography ▪ PowerPoint Presentation on **UNIT I: AUTOBIOGRAPHY** • **Chap. 2: Autobiography** • A Guide to Writing Autobiography	
	Thurs., 1/17	**Autobiography Essay Plan due in class** ▪ CompClass Orientation (location TBA) **(Bring CompClass access code.)** ▪ Discuss Plans ▪ Group Presentation Work Session	▪ Read *RCWW*, excerpt from *An American Childhood* pp. 22-25 ▪ Skim *RCWW*, pp. 25-32
Week 3	**Tues., 1/22**	▪ **Reading Quiz #2** ▪ A Guide to Reading Autobiography: Discuss excerpt from *An American Childhood* ▪ Discuss "Where I'm From" Poem Extra Credit Opportunity	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 75-80 ▪ Read handout, "A Different Kind of Mother"
	Thurs., 1/24	**Autobiography Essay Draft 1 due to CompClass by 5 p.m.** ▪ **Reading Quiz #3** ▪ Review Autobiographical Writing Strategies ▪ Discuss "A Different Kind of Mother"	▪ Read *AWR*, Words that sound alike pp. 293-294, The semicolon pp. 274-276, and The apostrophe pp. 278-281
Week 4	**Tues., 1/29**	**Peer Review for Autobiography Essay Draft 1 due to CompClass by 5 p.m.** ▪ ENGAGE College (location TBA) **(Bring COMPASS Placement Test scores.)** ▪ Mechanics Lesson • Words that sound alike ▪ Punctuation Lesson • The semicolon • The apostrophe	

	Date	Class Agenda/Assignments	Homework
	Thurs., 1/31	▪ Campus Services Scavenger Hunt ▪ Autobiography Activities	▪ Read *AWR*, Sentence fragments pp. 212-218 and Run-on sentences pp. 218-222 ▪ Read *RCWW*, excerpt from *Always Running* pp. 39-41
Week 5	**Tues., 2/5**	**Extra Credit "Where I'm From" Poem due to CompClass by 5 p.m.** ▪ **Reading Quiz #4** ▪ Grammatical Sentences Lesson • Sentence fragments • Run-on sentences ▪ **Group A Presentation:** excerpt from *Always Running*	
	Thurs., 2/7	**Autobiography Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 6	**Tues., 2/12**	▪ Peer Review Workshop: Autobiography Essay **(Bring current draft.)**	▪ Read *RCWW*, Chap. 6: Evaluation pp. 281-283 ▪ Read *RCWW*, A Guide to Writing Evaluations pp. 330-339
	Thurs., 2/14	**Essay #1: Autobiography Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #5** ▪ Discuss Essay Assignment #2: Evaluation ▪ PowerPoint Presentation on **UNIT II: EVALUATION** • **Chap. 6: Evaluation** ▪ A Guide to Writing Evaluations	
Week 7	**Tues., 2/19**	**Group A Individual Reflection due to CompClass by 5 p.m.** **Evaluation Essay Plan due in class** ▪ Discuss Plans ▪ Group Presentation Work Session	▪ Read *RCWW*, "The Myth of Multitasking" pp. 308-313 ▪ Skim *RCWW*, pp. 288-293
	Thurs., 2/21	▪ **Reading Quiz #6** ▪ A Guide to Reading Evaluations: Discuss "The Myth of Multitasking"	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 339-344
Week 8	**Tues., 2/26**	**Evaluation Essay Draft 1 due to CompClass by 5 p.m.** ▪ Review Evaluation Writing Strategies ▪ Library Instructional Session (upper floor of Library	▪ Skim *RCWW* Appendix 2: Strategies for Research and Documentation pp. 607-645
	Thurs., 2/28	**Peer Review for Evaluation Essay Draft 1 due to CompClass by 5 p.m.** ▪ PowerPoint Presentation on • Conducting Research Effectively • MLA Documentation • Integrating Sources with Your Own Writing	▪ Read *RCWW*, "*Avatar*" pp. 294-299

	Date	Class Agenda/Assignments	Homework
Week 9	**Tues., 3/5**	▪ **Reading Quiz #7** ▪ Discuss "*Avatar*" ▪ Evaluation Activity	▪ Read *AWR*, Drafting pp. 14-18, Writing paragraphs pp. 32-34, and Shifts pp. 123-126
	Thurs., 3/7	▪ Composing and Revising Lesson • Drafting • Writing paragraphs ▪ Sentence Style Lesson • Shifts	▪ Read *RCWW*, "Working at McDonald's" pp.284-288
Week 10	**Tues., 3/12**	**Information Literacy Exam Completion Deadline** ▪ **Reading Quiz #8** ▪ **Group B Presentation:** "Working at McDonald's"	
	Thurs., 3/14	**Evaluation Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 11	**Tues., 3/19**	▪ Peer Review Workshop: Evaluation Essay **(Bring current draft.)**	▪ Read *RCWW*, Chap. 9: Proposal to Solve a Problem pp. 483-486 ▪ Read *RCWW*, A Guide to Writing Proposals pp. 538-546
	Thurs.,3/21	**Essay #2: Evaluation Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #9** ▪ Discuss Essay Assignment #3: Proposal to Solve a Problem ▪ PowerPoint Presentation on **UNIT III: PROPOSAL TO SOLVE A PROBLEM** • **Chap. 9: Proposal to Solve a Problem** • A Guide to Writing Proposals	
Spring Break	**Tues., 3/26**	**NO CLASS**	
	Thurs., 3/28		
Week 12	**Tues., 4/2**	**Proposal to Solve a Problem Essay Plan due in class** **Group B Individual Reflection due to CompClass by 5 p.m.** ▪ Discuss Plans ▪ Research Session (location TBA) ▪ Group Presentation Work Session	▪ Read handout, "Reforming Schools through a Federal Test for College Aid"
	Thurs., 4/4	▪ **Reading Quiz #10** ▪ A Guide to Reading Proposals: Discuss "Reforming Schools through a Federal Test for College Aid"	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 546-550 ▪ Read handout, "Wheelchair Hell: A Look at Campus Accessibility"

	Date	Class Agenda/Assignments	Homework
Week 13	**Tues., 4/9**	**Proposal to Solve a Problem Essay Draft 1 due to CompClass by 5 p.m.** ▪ **Reading Quiz #11** ▪ Review Proposal Writing Strategies ▪ Discuss "Wheelchair Hell: A Look at Campus Accessibility"	▪ Read *AWR*, Wordy sentences pp. 153-156 and Appropriate language pp. 159-164
	Thurs., 4/11	**Peer Review for Proposal Essay Draft 1 due to CompClass by 5 p.m.** ▪ Word Choice Lesson • Wordy sentences • Appropriate language ▪ MLA Documentation Practice	▪ Read *RCWW*, "More Testing, More Learning" pp. 525-529
Week 14	**Tues., 4/16**	▪ **Reading Quiz #12** ▪ **Group C Presentation:** "More Testing, More Learning"	
	Thurs., 4/18	**Proposal Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 15	**Tues., 4/23**	▪ **In-Class Essay Assignment** (location TBA)	
	Thurs., 4/25	▪ **In-Class Essay Assignment** (location TBA)	
Week 16	**Tues., 4/30**	**Last Day of Instruction for TR classes** **Group C Individual Reflection due to CompClass by 5 p.m.** **Optional Essay Revisions due to CompClass by 5 p.m. (no late work accepted)** ▪ Peer Review Workshop: Proposal to Solve a Problem Essay **(Bring current draft.)**	
	Thurs., 5/2	**Essay #3: Proposal to Solve a Problem Final Draft and Reflection due to CompClass by 5 p.m.**	

ENG 100 COURSE SCHEDULE (CONTROL GROUP)

RCWW = Reading Critically, Writing Well AWR = A Writer's Reference

	Date	Class Agenda/Assignments Due	Homework
Week 1	**Mon., 1/7**	▪ Explanation of Course Syllabus, Schedule, and Guidebook ▪ Introductions: Meet and Greet Bingo!	▪ Read *RCWW*, Chap. 1: Academic Habits of Mind: Thinking, Reading, and Writing in College pp. 1-18 (You may skip the activities.)
	Wed., 1/9	▪ PowerPoint Presentation on **Chap. 1: Academic Habits of Mind: Thinking, Reading, and Writing in College** ▪ Diagnostic Writing Sample	▪ Read *RCWW*, Chap. 2: Autobiography pp. 19-21 ▪ Read *RCWW*, A Guide to Writing Autobiography pp. 67-75
	Fri., 1/11	▪ **Reading Quiz #1** ▪ Discuss Essay Assignment #1: Autobiography ▪ PowerPoint Presentation on **UNIT I: AUTOBIOGRAPHY** • **Chap. 2: Autobiography** • A Guide to Writing Autobiography	
Week 2	**Mon., 1/14**	**Autobiography Essay Plan due in class** ▪ Discuss Plans ▪ Group Presentation Work Session	▪ Read *RCWW*, excerpt from *An American Childhood* pp. 22-25 ▪ Skim *RCWW*, pp. 25-32
	Wed., 1/16	▪ **Reading Quiz #2** ▪ A Guide to Reading Autobiography: Discuss excerpt from *An American Childhood* ▪ Discuss "Where I'm From" Poem Extra Credit Opportunity	
	Fri., 1/18	▪ CompClass Orientation (location TBA) **(Bring CompClass access code.)** ▪ Sign up for and discuss Group Presentation assignment	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 75-80 ▪ Read handout, "A Different Kind of Mother"
Week 3	**Mon., 1/21**	**Martin Luther King, Jr. Day Holiday — NO CLASS**	
	Wed., 1/23	**Autobiography Essay Draft 1 due to CompClass by 5 p.m.** ▪ **Reading Quiz #3** ▪ Review Autobiographical Writing Strategies ▪ Discuss "A Different Kind of Mother"	
	Fri., 1/25	**Peer Review for Autobiography Essay Draft 1 due to CompClass by 5 p.m.** ▪ Autobiography Activities	▪ Read *AWR*, Drafting pp. 14-18 and Sentence fragments pp. 212-218

	Date	Class Agenda/Assignments Due	Homework
Week 4	**Mon., 1/28**	▪ Composing and Revising Lesson • Drafting ▪ Grammatical Sentences Lesson • Sentence fragments	
	Wed., 1/30	**Extra Credit "Where I'm From" Poem due to CompClass by 5 p.m.** ▪ Campus Services Visit	▪ Read *RCWW*, excerpt from *Always Running* pp. 39-41
	Fri., 2/1	**Autobiography Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 5	**Mon., 2/4**	▪ **Reading Quiz #4** ▪ **Group A Presentation:** excerpt from *Always Running*	
	Wed., 2/6	▪ Peer Review Workshop: Autobiography Essay **(Bring current draft.)**	▪ Read *RCWW*, Chap. 6: Evaluation pp. 281-283 ▪ Read *RCWW*, A Guide to Writing Evaluations pp. 330-339
	Fri., 2/8	**Essay #1: Autobiography Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #5** ▪ Discuss Essay Assignment #2: Evaluation ▪ PowerPoint Presentation on **UNIT II: EVALUATION** • **Chap. 6: Evaluation** • A Guide to Writing Evaluations	
Week 6	**Mon., 2/11**	**Evaluation Essay Plan due in class** ▪ Discuss Plans ▪ Group Presentation Work Session	▪ Read *RCWW*, "The Myth of Multitasking" pp. 308-313 ▪ Skim *RCWW*, pp. 288-293
	Wed., 2/13	▪ **Reading Quiz #6** ▪ A Guide to Reading Evaluations: Discuss "The Myth of Multitasking"	
	Fri., 2/15	▪ Library Instructional Session (upper floor of Library)	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 339-344 ▪ Skim *RCWW*, Appendix 2: Strategies for Research and Documentation pp. 607-645
Week 7	**Mon., 2/18**	**Presidents' Day Holiday — NO CLASS**	
	Wed., 2/20	**Evaluation Essay Draft 1 due to CompClass by 5 p.m.** **Group A Individual Reflection due to CompClass by 5 p.m.** ▪ Review Evaluation Writing Strategies ▪ PowerPoint Presentation on • Conducting Research Effectively • MLA Documentation • Integrating Sources with Your Own Writing	▪ Read *RCWW*, "*Avatar*" pp. 294-299

	Date	Class Agenda/Assignments Due	Homework
	Fri., 2/22	**Peer Review for Evaluation Essay Draft 1 due to CompClass by 5 p.m.** ▪ **Reading Quiz #7** ▪ Discuss "*Avatar*"	▪ Read *AWR*, Writing paragraphs pp. 32-34 and 39-45
Week 8	**Mon., 2/25**	▪ Composing and Revising Lesson • Writing paragraphs	
	Wed., 2/27	▪ Evaluation Activity	▪ Read *AWR*, Words that sound alike pp. 293-294, The semicolon pp. 274-276, and The apostrophe pp. 278-281
	Fri., 3/1	**Faculty Professional Development Day — NO CLASS**	
Week 9	**Mon., 3/4**	**Evaluation Essay Draft 2 Conferences in LA 204 — NO CLASS**	
	Wed., 3/6	▪ Mechanics Lesson • Words that sound alike ▪ Punctuation Lesson • The semicolon • The apostrophe	▪ Read *RCWW*, "Working at McDonald's" pp.284-288
	Fri., 3/8	▪ **Reading Quiz #8** ▪ **Group B Presentation:** "Working at McDonald's"	
Week 10	**Mon., 3/11**	**Information Literacy Exam Completion Deadline** ▪ Peer Review Workshop: Evaluation Essay **(Bring current draft.)**	▪ Read *RCWW*, Chap. 9: Proposal to Solve a Problem pp. 483-486 ▪ Read *RCWW*, A Guide to Writing Proposals pp. 538-546
	Wed., 3/13	**Essay #2: Evaluation Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #9** ▪ Discuss Essay Assignment #3: Proposal to Solve a Problem ▪ PowerPoint Presentation on **UNIT III: PROPOSAL TO SOLVE A PROBLEM** • **Chap. 9: Proposal to Solve a Problem** • A Guide to Writing Proposals	▪ Read handout, "Reforming Schools through a Federal Test for College Aid"
	Fri., 3/15	▪ **Reading Quiz #10** ▪ A Guide to Reading Proposals: Discuss "Reforming Schools through a Federal Test for College Aid"	
Week 11	**Mon., 3/18**	**Proposal to Solve a Problem Essay Plan due in class** ▪ Discuss Plans ▪ Research Session (location TBA)	▪ Read *AWR*, Run-on sentences pp. 218-222 and Shifts pp. 123-126
	Wed., 3/20	▪ MLA Documentation Practice ▪ Grammatical Sentences Lesson • Run-on sentences ▪ Sentence Style Lesson • Shifts	▪ Read *RCWW*, Reading a Draft Critically, Revising, and Editing and Proofreading pp. 546-550 ▪ Read handout, "Wheelchair Hell: A Look at Campus Accessibility"

	Date	Class Agenda/Assignments Due	Homework
	Fri., 3/22	**Proposal to Solve a Problem Essay Draft 1 due to CompClass by 5 p.m.** **Group B Individual Reflection due to CompClass by 5 p.m.** ▪ **Reading Quiz #11** ▪ Review Proposal Writing Strategies ▪ Discuss "Wheelchair Hell: A Look at Campus Accessibility"	
Spring Break	**Mon., 3/25**	**NO CLASS**	
	Wed., 3/27		
	Fri., 3/29		
Week 12	**Mon., 4/1**	**Peer Review for Proposal to Solve a Problem Essay Draft 1 due to CompClass by 5 p.m.** ▪ Proposal Activities	▪ Read *AWR*, Wordy sentences pp. 153-156 and Appropriate language pp. 159-164
	Wed., 4/3	▪ Word Choice Lesson • Wordy sentences • Appropriate language	▪ Read *RCWW*, "More Testing, More Learning" pp. 525-529
	Fri., 4/5	▪ **Reading Quiz #12** ▪ **Group C Presentation:** "More Testing, More Learning"	
Week 13	**Mon., 4/8**	▪ Research Session (location TBA)	▪ Read *AWR*, Writing about texts pp. 67-77
	Wed., 4/10	**Proposal Essay Draft 2 Conferences in LA 204 — NO CLASS**	
	Fri., 4/12	**Proposal Essay Draft 2 Conferences in LA 204 — NO CLASS**	
Week 14	**Mon., 4/15**	▪ Discuss In-Class Essay Assignment ▪ Analysis Practice	
	Wed., 4/17	▪ MLA Documentation Practice	
	Fri., 4/19	**Group C Individual Reflection due to CompClass by 5 p.m.** **Optional Essay Revisions due to CompClass by 5 p.m. (no late work accepted)** ▪ Peer Review Workshop: Proposal to Solve a Problem Essay **(Bring current draft.)** ▪ Course Evaluations	
Week 15	**Mon., 4/22**	**Essay #3: Proposal to Solve a Problem Final Draft and Reflection due to CompClass by 5 p.m.** ▪ **In-Class Essay Assignment** (location TBA)	
	Wed., 4/24	▪ **In-Class Essay Assignment** (location TBA)	
	Fri., 4/26	▪ **In-Class Essay Assignment** (location TBA)	
Week 16	**Mon., 4/29**		
	Wed., 5/1	**Last day of instruction for all courses**	

Meet and Greet Blackout Bingo

Directions: Locate people who fit the descriptions in the boxes below. Have them sign their names in the appropriate boxes. Each person (including your instructor) may sign his/her name a maximum of two times. You may not sign your own sheet. The first two people to complete the bingo grid win!

graduated from high school in 2011	has a job	is wearing a shirt with wording on it	wants to eventually transfer to another school	speaks more than one language
took a math class last semester	was born in the same month as you	did not drive to campus today	is married	has broken a bone
is the oldest child in his/her family	traveled within the last 12 months	**FREE**	has an iPhone	is the first in his/her family to attend college
lives in Pearl City or Mililani	has a Facebook account	is wearing contact lenses	knows where the Learning Resource Center is located	got at least 7 hours of sleep
has a tattoo	saw a movie in a theater during the last two weeks	is taking at least 12 credits this semester	was not born in Hawai'i	purchased the books for this class

APPENDIX E

LEEWARD CC SUCCESS RATES FOR ENG 100 CLASSES TAUGHT BY Kathryn Fujioka-Imai*

***201410 term counts for pass, withdrawn and success denominators and success rate calculations based on non-frozen data.**

All CRNS = Cumulative counts for all classes in a term
OTHER CLASSES = Cumulative counts for all ENG 100 classes taught by other instructors

Term	CRN	Withdrawn	Passed	Success Denominator	Adjusted Success Denominator	Success Rate	Adjusted Success Rate
Fall 2005	50221	2	12	22	20	54.50%	60.00%
	50223	1	12	22	21	54.50%	57.10%
	50227	0	14	20	20	70.00%	70.00%
	50240	4	8	21	17	38.10%	47.10%
	50241	1	13	18	17	72.20%	76.50%
	ALL CRNS	8	59	103	95	57.30%	62.10%
	OTHER CLASSES	101	399	676	575	59.00%	69.40%
Spring 2006	52486	4	10	18	14	55.60%	71.40%
	52492	1	14	20	19	70.00%	73.70%
	52506	4	5	18	14	27.80%	35.70%
	52682	3	9	17	14	52.90%	64.30%
	ALL CRNS	12	38	73	61	52.10%	62.30%
	OTHER CLASSES	129	359	623	494	57.60%	72.70%
Sum 2006	53009	1	11	13	12	84.60%	91.70%
	ALL CRNS	1	11	13	12	84.60%	91.70%
	OTHER CLASSES	6	89	114	108	78.10%	82.40%
Fall 2006	54430	2	12	19	17	63.20%	70.60%
	54433	1	13	22	21	59.10%	61.90%
	54447	1	7	20	19	35.00%	36.80%
	54450	2	10	21	19	47.60%	52.60%
	54451	4	9	19	15	47.40%	60.00%
	ALL CRNS	10	51	101	91	50.50%	56.00%
	OTHER CLASSES	119	397	722	603	55.00%	65.80%
Spring 2007	51373	4	12	19	15	63.20%	80.00%
	51380	2	16	20	18	80.00%	88.90%
	51392	5	11	18	13	61.10%	84.60%
	51394	4	12	21	17	57.10%	70.60%
	ALL CRNS	15	51	78	63	65.40%	81.00%
	OTHER CLASSES	101	337	603	502	55.90%	67.10%

Term	CRN	Withdrawn	Passed	Success Denominator	Adjusted Success Denominator	Success Rate	Adjusted Success Rate
Sum 2007	52019	0	18	20	20	90.00%	90.00%
	ALL CRNS	0	18	20	20	90.00%	90.00%
	OTHER CLASSES	4	80	99	95	80.80%	84.20%
Fall 2007	53485	1	16	22	21	72.70%	76.20%
	53487	2	15	22	20	68.20%	75.00%
	53501	4	10	19	15	52.60%	66.70%
	53505	3	15	22	19	68.20%	78.90%
	53508	1	15	20	19	75.00%	78.90%
	ALL CRNS	11	71	105	94	67.60%	75.50%
	OTHER CLASSES	97	416	681	584	61.10%	71.20%
Spring 2008	55064	4	9	20	16	45.00%	56.30%
	55067	0	17	20	20	85.00%	85.00%
	55080	2	12	19	17	63.20%	70.60%
	55085	4	13	19	15	68.40%	86.70%
	ALL CRNS	10	51	78	68	65.40%	75.00%
	OTHER CLASSES	108	408	695	587	58.70%	69.50%
Sum 2008	50015	1	18	21	20	85.70%	90.00%
	ALL CRNS	1	18	21	20	85.70%	90.00%
	OTHER CLASSES	8	103	134	126	76.90%	81.70%
Fall 2008	51156	2	16	23	21	69.60%	76.20%
	51157	1	18	22	21	81.80%	85.70%
	51160	1	13	21	20	61.90%	65.00%
	51171	2	15	21	19	71.40%	78.90%
	51174	1	16	22	21	72.70%	76.20%
	ALL CRNS	7	78	109	102	71.60%	76.50%
	OTHER CLASSES	111	441	775	664	56.90%	66.40%
Spring 2009	52360	0	18	22	22	81.80%	81.80%
	52362	1	17	22	21	77.30%	81.00%
	52376	0	14	21	21	66.70%	66.70%
	52378	1	14	22	21	63.60%	66.70%
	ALL CRNS	2	63	87	85	72.40%	74.10%
	OTHER CLASSES	128	374	716	588	52.20%	63.60%

Term	CRN	Withdrawn	Passed	Success Denominator	Adjusted Success Denominator	Success Rate	Adjusted Success Rate
Sum 2009	53118	0	18	19	19	94.70%	94.70%
	ALL CRNS	0	18	19	19	94.70%	94.70%
	OTHER CLASSES	6	55	70	64	78.60%	85.90%
Fall 2009	54139	0	17	22	22	77.30%	77.30%
	54140	1	22	24	23	91.70%	95.70%
	54143	2	15	21	19	71.40%	78.90%
	54152	2	15	20	18	75.00%	83.30%
	54155	1	18	23	22	78.30%	81.80%
	ALL CRNS	6	87	110	104	79.10%	83.70%
	OTHER CLASSES	100	558	933	833	59.80%	67.00%
Spring 2010	55309	1	15	24	23	62.50%	65.20%
	55311	0	17	22	22	77.30%	77.30%
	55323	1	14	18	17	77.80%	82.40%
	55328	0	16	18	18	88.90%	88.90%
	ALL CRNS	2	62	82	80	75.60%	77.50%
	OTHER CLASSES	120	420	784	664	53.60%	63.30%
Sum 2010	50084	0	15	15	15	100.00%	100.00%
	ALL CRNS	0	15	15	15	100.00%	100.00%
	OTHER CLASSES	7	84	101	94	83.20%	89.40%
Fall 2010	51123	2	16	21	19	76.20%	84.20%
	51126	0	13	22	22	59.10%	59.10%
	51136	1	15	23	22	65.20%	68.20%
	51140	2	20	23	21	87.00%	95.20%
	ALL CRNS	5	64	89	84	71.90%	76.20%
	OTHER CLASSES	86	614	984	898	62.40%	68.40%
Spring 2011	52254	1	16	19	18	84.20%	88.90%
	52257	1	14	19	18	73.70%	77.80%
	52276	1	13	20	19	65.00%	68.40%
	52279	0	16	21	21	76.20%	76.20%
	ALL CRNS	3	59	79	76	74.70%	77.60%
	OTHER CLASSES	91	413	773	682	53.40%	60.60%

Term	CRN	Withdrawn	Passed	Success Denominator	Adjusted Success Denominator	Success Rate	Adjusted Success Rate
Sum 2011	53069	0	19	20	20	95.00%	95.00%
	ALL CRNS	0	19	20	20	95.00%	95.00%
	OTHER CLASSES	3	63	75	72	84.00%	87.50%
Fall 2011	54114	0	14	20	20	70.00%	70.00%
	54119	1	11	18	17	61.10%	64.70%
	54130	1	17	19	18	89.50%	94.40%
	54134	0	17	20	20	85.00%	85.00%
	ALL CRNS	2	59	77	75	76.60%	78.70%
	OTHER CLASSES	67	621	1000	933	62.10%	66.60%
Spring 2012	55335	2	15	20	18	75.00%	83.30%
	55338	1	17	19	18	89.50%	94.40%
	55359	3	15	20	17	75.00%	88.20%
	55836	4	12	20	16	60.00%	75.00%
	ALL CRNS	10	59	79	69	74.70%	85.50%
	OTHER CLASSES	117	474	844	727	56.20%	65.20%
Sum 2012	50024	1	13	15	14	86.70%	92.90%
	ALL CRNS	1	13	15	14	86.70%	92.90%
	OTHER CLASSES	3	53	69	66	76.80%	80.30%
Fall 2012	51111	0	18	20	20	90.00%	90.00%
	51126	1	15	18	17	83.30%	88.20%
	51131	2	10	20	18	50.00%	55.60%
	ALL CRNS	3	43	58	55	74.10%	78.20%
	OTHER CLASSES	116	726	1132	1016	64.10%	71.50%
Spring 2013	56182	0	14	20	20	70.00%	70.00%
	56193	2	16	20	18	80.00%	88.90%
	56202	1	15	19	18	78.90%	83.30%
	ALL CRNS	3	45	59	56	76.30%	80.40%
	OTHER CLASSES	101	440	806	705	54.60%	62.40%
Fall 2013	53071	0	12	19	19	63.20%	63.20%
	53090	1	16	20	19	80.00%	84.20%
	ALL CRNS	1	28	39	38	71.80%	73.70%
	OTHER CLASSES	113	689	1142	1029	60.30%	67.00%

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