

GUIDELINES FOR SPECIFYING PROBLEM OF PRACTICE & DEFINING SCOPE OF WORK

Date & time of next cohort meeting: _____

GUIDELINES	NOTES
Briefly describe the general problem of practice	Teaching reasoning skills, specifically skills of discernment around how and when to effectively integrate textual evidence into their own argumentative writing.
Briefly describe the more specific problem of practice that will be your cohorts' focus.	In our composition classes, students don't seem to be able to figure out the best way to use textual examples in their argumentative essays. They can often highlight important information from the article/book being used, but when it comes to using those examples to support an assertive thesis, there isn't a direct correlation. Students don't see their writing as part of a larger conversation (with the texts or with other writers or thinkers). If they use textual examples, it is usually as filler.
List the standards tied to your area of focus.	<p>CCSS ELA-LITERACY 11-121 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS ELA-LITERACY 11-121B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
Why is this area of focus essential to successful student transitions from high school to college?	Students need to learn how to make connections when studying English: critically thinking about what they have read/learned and how they can apply that information into their own writing. Students need to develop skills around asking and explaining to themselves how the textual examples they have selected help support their own assertions/arguments. This ability to critically think about how another writer's ideas support, disprove, or redirect their own ideas will help them become stronger independent writers and thinkers, necessary for success in college.
<p>How will adjustments to this area of focus accomplish the goals of the grant:</p> <ul style="list-style-type: none"> -increase first-year college level pass rates in introductory math or composition? -increase placement into college-level course work? -decrease need for developmental course work? 	This should help increase first year college level pass rates in introductory English classes because students will be better prepared to support their own learning by improving their critical thinking skills—specifically by understanding how the texts they are reading can support their own reasoning, and, similarly, how to construct stronger written assertions by effectively using textual evidence.

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GUIDELINES	NOTES & QUESTIONS
<p>What background information will you need to begin to make informed adjustments to this area of focus?</p> <ul style="list-style-type: none"> -Where is this focus area addressed in the curriculum? -How is it addressed in the curriculum? -When is it addressed in the curriculum? -What are the performance expectations at the high school and college levels? -How well do these expectations align? 	<p>-What does research say about how students learn to use textual evidence in their own writing?</p> <p>-More specifically, what does the research say about students' development in how they use textual evidence? Is this a developmental stage? If so, should they be farther along at certain grade levels with these reasoning skills about when/how to use text effectively? Or should HS be seen as the place to begin these sort of reasoning skills and 2-year/4-year college be the place to refine/add to these skills?</p> <p>-CCSS emphasizes argumentative writing skills/strategies. However, at the community college, students do not write true argument essays until the 102 Composition course. Would moving argumentative writing strategies to the 101 course level provide a smoother transition for students graduating from HS?</p> <p>Is argumentative writing the best type of writing in which to practice utilizing textual evidence, or should these reasoning skills about integrating text be included with other types of writing?</p> <p>College writing courses seem to greatly emphasize thoughtful use of text, yet how much time is devoted in college classes to teaching the reasoning skills around when to use text effectively? At what course/grade level do we expect students to "own" the critical thinking around effectively using text?</p>
<p>Once you have evidence to show the more specific challenges associated with improving learning and teaching in this area of focus, how will you intervene?</p>	<p>We will compare writing assignment prompts and actual student writing between HS, 2-yr, 4-year English courses to evaluate the frequency and effectiveness of textual evidence (direct quotations, summary, paraphrase) students use in their own argumentative essays. Having done this, we will brainstorm ways to teach these reasoning skills, come up with a new writing assignment based on effective use of text, and test our ways of teaching these skills with the new assignment.</p>
<p>How will you evaluate your interventions?</p>	<p>We will collect and analyze data on the new topic in much the same way as we did for the earlier data, to see if students' critical thinking and learning skills changed in any way.</p>

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SUMMARY PROBLEM STATEMENT

ANTICIPATED PRODUCTS

WORK PLAN OUTLINE