

Note to ALP Instructors:

A few sections/teachers are piloting a new approach to ALP this fall ('21), and a major part of that is incorporating (and discussing) student support services and starting to re-think the lab portion of our ALP classes. Long-term, we hope to have ALP students enrolled in traditional 121 classes with a required “studio” session that meets for one hour once a week.

For this initial pilot, we’re incorporating the “studio” hour into the existing ALP courses by imagining the last half hour of each class as a “studio” session. See below for recommendations on how to spend that “studio” time--Studio 1 would refer to the last half hour of class on a Monday, say, where Studio 2 would be the last half hour of class on the following Wednesday.

| Week | In-class goals / due dates                                                                                           | Studio 1                                                                                                                                                                                                                                                                                           | Studio 2                                                                                                                                                                                                                                                                                           |
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| 1    | Welcome to HCC/college (read intro from CRCW),<br>Course and Unit 1 overview<br><br>Reading strategies/process       | ALPWelcome Letter tied to some message about college expectations <ul style="list-style-type: none"><li>• Add link to letter</li></ul> <p>This is a good place/time for the lab instructor to explain role and what they can offer. The half hour can be trust building and meeting each other</p> | Initial pitch about student services - options <ul style="list-style-type: none"><li>• Have students read about completion rates + discuss anticipated struggles</li><li>• Perhaps a video or group visit from “wrap-around” team</li><li>•</li></ul>                                              |
| 2    | Read first course theme text, employ reading strategies, make personal connections<br><br>Read chapter on rhetorical | Understanding prompts ( <a href="#">UNC link</a> )<br><br>Use this time to unpack Unit 1 expectations<br><br>Maybe highlight posting Canvas                                                                                                                                                        | Share short blurb about “belonging” and create discussion or activity based on that <ul style="list-style-type: none"><li>• Tie this to week 1 studio 2 activity</li></ul> <p>Perhaps have students discuss how they started the assignments and what services they could use if they ran into</p> |

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|   | analysis                                                                                                         | <p>discussions vs. expectations for submissions to teachers (HW)</p> <p>Real life examples of acceptable and not acceptable responses are great- and why. Also, take time to break down what the assignments really mean. Have students attempt to “translate” what the various assignments mean. Space for discussion of how this will start the assignment. Try to start in studio so they can ask questions in real time</p> | trouble                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 | <p>Rhetorically analyze course theme text (write observations informally)</p> <p>Read chapter about argument</p> | <p>Slowing down to discuss rhetoric, analysis, rhet situation, etc.</p> <p>This is where students really start to tune out if they are not fluent in this vocabulary. Use the studio time to discuss and demonstrate what it all means and how to implement Have students try to do this- this gives us an idea of where each student is on their understanding</p>                                                             | <p>Activity to help to demonstrate/ practice argument vs opinion &amp; getting students to experiment with producing and defending their own ideas regarding the text; ask students to work on explaining how/why they came to their opinions, what from the article leads them to think certain things; could be done in small groups to explain to each other what they think and why; difference between a vapid response and a more thoughtful response.</p> <p>*perhaps suggest that argument may be deemphasized for rhetorical analysis or other goals of unit product</p> |
| 4 | Break down course theme text using concepts from the chapter                                                     | <p>CLC overview and activity</p> <p>Some suggestions:</p>                                                                                                                                                                                                                                                                                                                                                                       | <p>depending on teacher’s unique class goals/students’ needs:</p> <ol style="list-style-type: none"> <li>1) Further discussion of rhet sit</li> <li>2) Perhaps MLA practice</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                            |

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|   | Read chapter on MLA citation, informal writing on what students gleaned from course text (rhetorical situation, argument, etc.) and reflect on personal relationship to the topic, integrate direct quotes and paraphrases             | Demonstrate exactly how to use CLC and how it works. Possibly do a session in front of class- use a writing piece and “play CLC” ?                                                                                                                                                                    | 3) How sources are in conversation                                                                                                                                  |
| 5 | Rough draft of Unit 1 final essay (building on previous writing)<br><br>Final draft of Unit 1 final essay                                                                                                                              | serious discussion on meaningful peer feed/collab<br><br>*suggest a few lessons - how to make it meaningful??<br><br>Taking time to work individually with each student? Demonstrating with each other how other “eyes” can improve work. Also affords time to see where students are on their draft? | Using Canvas + HCC email:<br><br>Checking comments and teacher feedback, using Canvas - all the features - etc.                                                     |
| 6 | Unit 2 overview, read second course theme text (a scholarly text), reflect further on personal connections and pose possible questions for further research<br><br>Read chapter about finding and using sources, locate sources, write | lesson on how to write an annotation ( <a href="#">template link here</a> )<br><br>This might best be done as a workshop. They actually start annotating in the studio and corrections can be made or their work expanded                                                                             | genre overview: Ann Bib + helping students think about their audience etc. (how annotated bibliography is likely different from previous texts written for classes) |

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|   | notes/summaries (including rhetorical situation and argument) that will inform annotations                                                                                           |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                       |
| 7 | Continue locating sources, write notes/summaries (including rhetorical situation and argument) that will inform annotations<br><br>Submit final annotated bibliography               | research questions, common searching pitfalls (maybe introduce google scholar + searching other sources' bibliographies for good sources)                                                                                                                                                                                                                | <b>recommended: invite librarian not to “teach” research</b> but to help once students have started researching - maybe ask them to give a short deme/lesson and then have teacher + lab instructor + librarian circulation                                                                                           |
| 8 | Unit 3 overview, read about the writing process<br><br>Reflect on how students' research interests have evolved and what they want to argue in upcoming research essay (pre-writing) | Genre overview + Unit 3 prompt<br>Time to discuss what the prompt is asking and why we are doing this unit. Discussion of how to start and brainstorm their own ideas. Discuss what they will use from unit 2 and 1 to help start                                                                                                                        | Pitch student services again: <ul style="list-style-type: none"> <li>Idea 1 - brainstorm as class what current struggles + find st service to help</li> <li>Idea 2 - Discuss with students how to identify struggle or roadblock for either current assignment/situation and which service would best help</li> </ul> |
| 9 | Reflect on rhetorical situation for research essay<br><br>Design plan/outline for research essay                                                                                     | thesis clinic ideas Thesis Clinic seems like best idea!! <ul style="list-style-type: none"> <li>Have students analyze and discuss each other's working thesis statements</li> <li>Write thesis stmt on white board and discuss full class</li> <li>Have students respond: <i>what does this working thesis suggest I'll learn about in an</i></li> </ul> | Tips for managing a major project: <ul style="list-style-type: none"> <li>Help w/scheduling?</li> <li>Help w/breaking down the assignment</li> <li>Help w/treating the next couple weeks as a number of steps</li> <li>Visiting the CLC early</li> </ul>                                                              |

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|    |                                                                                                                                                                                                                                                                                                                                                                      | essay                                                                                                                                                                                                                                            |                                                                                                                                                               |
| 10 | Draft of research essay<br><br>Final draft of research essay                                                                                                                                                                                                                                                                                                         | outlining - required <ul style="list-style-type: none"> <li>• Link to excelsior <a href="#">Lesson</a> &amp; Link to <a href="#">Demo</a></li> </ul> possible link to new OER chapter                                                            | open - teacher's needs<br><br>Suggest mini-conferences? <b>Conferences seems like a perfect idea for this time</b>                                            |
| 11 | Reflection on the purposes, processes, and ethics of academic research (including critical inquiry, social and collaborative nature of research communities, evaluating sources, rhetorical situation, revision)<br><br>Unit 4 overview, read chapters on genre and multimodality, select non-academic audience for Unit 4 project (which builds on Unit 3 research) | Unit 4 overview and genre help<br><br><b>Devoted time for question and answer regarding this project. Many struggle again with vocabulary and how to start. Begin brainstorming and connect to how they process and best receive information</b> | Possibly bring in someone from the Library/Learning Commons to talk about things like web design, blogs, other online tools, and who on campus can help them. |
| 12 | Select a genre/modality, analyze examples<br><br>Design plan for Unit 4                                                                                                                                                                                                                                                                                              | OPEN<br><b>Workshop- take out computers and show us where they are in project. Chance to get feedback or ask questions if they are doing it correctly</b>                                                                                        | Introducing multimodal & copyright considerations                                                                                                             |
| 13 | Work on Unit 4 project                                                                                                                                                                                                                                                                                                                                               | Lesson on style and correctness                                                                                                                                                                                                                  |                                                                                                                                                               |

|    |                               |                                                                                                                                                                                                                              |  |
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|    | Work on/finish Unit 4 project |                                                                                                                                                                                                                              |  |
| 14 | Final reflection              | Great opportunity to discuss growth as a student and what best helped them. This reflection will help them see how they utilized services (or not) and helps us to see what worked best in the studio from their perspective |  |

#### Other Documents

 CLC Visitation Form

# Instructor's Guide to the FA21 ENGL 121 ALP Pilot

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## Overview

Over the past few years, the gap between the success rates of ALP students and non-ALP students has trended steadily downward, from 3% (FA16) to 14% (FA19). In response to this data, ALP instructors and lab instructors have noted the need for ALP students to become more self-motivated, active learners. To this end, this pilot aims to:

- Foster students' sense of belonging in a community of learners defined by achievement
- Position students to make connections on campus that will facilitate their success
- Encourage students to take responsibility for their own learning

To achieve these aims, the sections in this pilot will provide wrap-around support, partnering with the Composition and Literature Center and enlisting the active involvement of Student Support Services, Library and User Services, and other campus resources. It will also use OER and other means to provide more explicit instruction in non-cognitive areas.

The end goal is for students to make connections on campus that will support their success and to habituate them to seeking help when they need it.

What follows is an explanation of the general role that the various support services will play in the course, followed by a course plan that outlines how instructors and lab instructors in the pilot might use the additional time allotted for ALP sections, including specifics on when and how external support services might be involved.

### Role of the lab instructor

As with the current model, the lab instructor will be present for the lab portion of each meeting. Per the recently updated lab instructor job description, the lab instructor might facilitate workshops or activities, conference with students one-on-one or in groups, participate in on online discussions, give students feedback (either face-to-face or asynchronously), help students via email or Canvas, collaborate with the instructor in planning, or communicate with Student Support services or other campus resources to ensure student success. The lab instructor might also attend occasional meetings among the pilot instructors to strategize and discuss how the course is going. As with the current model, the work expectation is 3 hours per week.



## Role of CLC

Central to the strategy of the pilot is getting students in and around the CLC as much as possible. When available, sections will be scheduled to meet in DH217, the room next to the CLC.

Additionally, a CLC tutor will be embedded in the course and will attend most course meetings. The tutor's presence is intended to provide students with a connection to the CLC, though similar to the lab instructor, the tutor might provide additional support in any number of ways, including facilitating workshops or activities, conferencing with students one-on-one or in groups, participating in online discussions, giving students feedback (either face-to-face or asynchronously), helping students via email or Canvas, and/or collaborating with the instructor and lab instructor in planning. The tutor might also attend occasional meetings among the pilot instructors to strategize and discuss how the course is going.

Also, within the first 8 weeks of class, students will be required to attend 4 half-hour tutoring sessions in the CLC, though some instructors might allow students to replace one of the sessions with an alternative (such as meeting with the Student Support counselor, visiting the LAC, or attending an HCC event). These four sessions will take the place of two hours' worth of lab time. It is

up to instructors to determine how to factor these sessions into students' grades, though here is a link to a form for keeping track of student visits: <https://docs.google.com/document/d/16WGnOLXvWMhhInpElexkf2mNCITQ2VDQkn69yqh1SgU/edit?usp=sharing>

## Role of Student Support Services

A student support specialist will be assigned to all sections of ENGL 121, though for this fall, the specialist will focus in particular on ALP sections.

Per the course plan, the support specialist will visit the class to introduce themselves sometime within the first two weeks of class, and will check in periodically with the instructor, lab instructor, and students. Some instructors and lab instructors will choose to enlist a peer leader in the class as well; in those instances, the support specialist will also communicate with the peer leader about student needs.

The support specialist might also visit the class again later in the semester—either to conference with students, facilitate a workshop, or simply remind students that they're there to help—and should periodically message students to ask how they're doing and offer help.

## Role of Library and User Services

A librarian will be embedded in the course, which means they will play an active role in assisting students with the research process and use of library resources. At the discretion of the instructor, the librarian may or may not deliver the traditional information literacy session, but will be present for one or more class meetings to help students in real-time as they locate sources for their research project. The librarian should also encourage students to reach out to them directly for help, though students should understand that they might have to contact the library directly for help when the embedded librarian is not able to respond immediately.

## OER resources

[just thinking out loud here--should we include something here explaining the ALP-specific OER?]

## Course plan

[will fit in here]