Last Updated: July 31, 2024

Instructions for English 1101 Intensive Referring Faculty

In Fall 2024, the Composition program is running a pilot focused on increasing student success in English 1101--a new intervention called English 1101 Intensive. These intensive sections provide an alternative mode of instruction and further support for students who show difficulty engaging with the traditional format of English 1101. In order for students to move into an Intensive section, they must 1) be referred to the program by their current English 1101 instructor and 2) accept the invitation to move into English 1101 Intensive. Students who accept the invitation to join an Intensive section permanently move from their original section of English 1101 and into one of the Intensive sections, taught by a different instructor. This change won't cost the students any additional money or change the students' course schedule.

This semester, students can be referred to an Intensive section during Weeks 3-7, or until the Intensive sections are full.

Here's how the process works.

Week 3

Step 1: Identify potential students for English 1101 Intensive by referring to your attendance and work completion records

As you begin this process, be mindful of the impacts of implicit bias, "the attitude or internalized stereotypes that unconsciously affect our perceptions, actions, and decisions. These unconscious biases often affect behavior that leads to unequal treatment of people based on ethnicity, gender identity, sexual orientation, age, disability, health status, and other characteristics." You can work to counter implicit biases by remembering the following:

- Be humble
- Be mindful
- Rely on previously agreed upon identifying criteria, which you can find below.

Review your course records, looking for any students who meet at least one of the following:

- For the first-quarter grade reporting period, you would enter a grade of D, F, or U
- Low engagement in the class:
    - Face-to-face: Has missed approximately 4 or more class meetings and/or student is disengaged with the class
    - Online: Student is disengaged with class discussions and/or contact with you
- Student has turned in approximately half of the required work or less
- Submitted a significant amount of work that does not reflect understanding of course concepts

Also, be on the lookout for the following characteristics:

- Any of the above issues AND has attempted English 1101 before. (NOTE: You can look up a student's transcript using MyAccess.)
- Any of the above issues AND the student has disclosed circumstances that are preventing their success in the class (e.g., work conflicts, family responsibilities).

If you aren't sure whether a student would be a good fit, we encourage you to identify them as potential students for English 1101 Intensive. However, for students who seem to be struggling with **literacy skills** (e.g., struggles to write a paragraph about their own experiences, does not understand reading and/or writing tasks even with additional support), we recommend reaching out to the chair of Developmental English, Liz Adames (adamese@cod.edu). Liz can consult with Jill and Jessica to determine if the student would be best served by Developmental supports or the Intensive classes.

Step 2: Reach out to these potential students about their prospects in English 1101

Contact each of the students you identified and, if possible, arrange a synchronous meeting (in person, over the phone, or via Zoom) to discuss how the student is doing.

This conversation is a chance to do several things at once:

- Build a relationship between you and the student and affirm that the student is capable of doing English 1101 work.
- Have a supportive conversation about why the student has shown difficulty with attending class/submitting work/understanding assignments/etc.
- Help students to clearly understand what they would need to do differently in your class to have reasonable expectations of passing with a C or higher.
- Inform students about the possibility of moving into the English 1101 Intensive section. Please provide students with the English 1101 Intensive Fact Sheet for Students.

If it is not possible to meet with the student or the student is not responsive to your communications, please provide the student with the above information in an email. A template email is available here, if you would like to use it—but you are more than free to compose this message in your own way.

Week 4

Step 3: Complete the English 1101 Intensive Referral Form

Once you have reviewed your course records to identify potential students to refer to English 1101 Intensive and attempted to contact those students about their prospects in English 1101, you can complete the English 1101 Intensive Referral Form. You will receive this form via email from Jill Grauman.

We ask that you complete the form even if you have no one to refer—you can indicate that option on the form. Please complete the form for all of the students who you feel meet the eligibility criteria, regardless of whether you were able to meet with them.

Please complete the survey at least one time by Friday, Sept. 13.

Link to survey available here: https://codp.co1.qualtrics.com/jfe/form/SV_3PYVGG35u4pFx8G

Weeks 5-7

Step 4: Refer any additional students that begin meeting the eligibility criteria

If any new students begin meeting the eligibility requirements during this time frame, please refer them to the English 1101 Intensive pilot. We encourage you to communicate with the students in the same way we articulated above. You can use the same survey and refer as many students as you see fit. The latest the form will accept submissions is Friday, Oct. 4.

That's it–you're done! The above steps are all you have to do to participate in the English 1101 Intensive Pilot class.