

# Shifting the Developmental Education Paradigm

Mott Community College  
-- Michele Dunnum and Laura Tobias

# We have a number of developmental options

- English 099-ALP with English 101
- Academic Literacy 074 lowest level integrated reading and writing, prepares students for 099ALP, Reading 016, or ACLT 075
- Academic Literacy 075, integrated reading and writing that draws from the same student pool as ALP, prepares students for stand-alone English 101. Some of these sections are now linked to other college-level courses such as sociology and anthropology

# We are 5 1/2 years into ALP at MCC

# of ALP sections	#registered in 099ALP	# passed 099ALP	# registered in 101ALP	# passed 101ALP w/ 2.0 or higher
83	735	530 (72.1%)	735	494(67.2%)

# We have a Dedicated Room



# Progress through composition sequence

	ALP Semester				102 Within 3 Terms		102 After 3 Term Window	
	# enrolled in 099	# passed 099	# enrolled in 101	# passed 101 (2.0 or higher)	# enrolled in 102	# passed 102 (2.0 or higher)	# enrolled in 102	# passed 102 (2.0 or higher)
<b>Students</b>	735	530 72.1% of original group	735	494 67.2% of original group	242 33% of original group	146 already passed, At least 13 currently enrolled 19.8-21.6% of original group 60.3-65.7% of those who attempt 102	79 10.7% of original group	45 already passed At least 7 currently enrolled 7% of original group 56.9-65.8% of those who attempt 102
<b>ALL ALP STUDENTS WHO HAVE ATTEMPTED ENGLISH 102:</b>					<b>191-211/ 321= 59.5%- 65.7% success</b>			

# Equity

New data, as of Wednesday

This info is based on faculty identifying former students on a spreadsheet with equity codes-- AA for African American and IN-ESL for international ESL students.

We identified 233 students as African-American and discovered that the success rate of this population in 101-ALP is 58% (about 11% lower than students with blank equity codes).

We identified 39 students as International ESL students and discovered that the success rate of this population in 101-ALP is 89% (about 22% higher than students with blank equity codes).

# The African-American Student Population, Reading Level at the Time of ALP Enrollment, and Success

Looking for Correlations

## ~~Students who would now take AGLT 074~~

- ~~● 7/12 passed 101-ALP 58%~~

## Students who are Reading 016 Level

- 34/72 passed 101-ALP 47%

## Students who are Reading 030 Level

- 57/95 passed 101-ALP 60%

## Students who are college-level readers

- 38/53 passed 101-ALP 71%

# The Michele Dunnum Take-Away Not Yet Discussed with Colleagues

We need more analysis of how African-American students are doing in other developmental pathways (ACLT) and need to identify the pedagogical/structural differences between ALP sections in which these students are succeeding more and less.

# Our best guesses, right now, about what makes a difference

Cue... Laura Tobias

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# Sentence Play:

Using Sentence Unscrambling, Combining,  
Expanding and De-combining to Teach  
Sentence Structure

# Knowing How vs. Knowing About

From Hartwell, Patrick and Robert Bentley. *Open to Language: A New College Rhetoric*. New York: Oxford University Press, 1982, pp. 15 - 19.

All speakers of English know how the language works, even if they know nothing about the language. That means students know something they don't know they know, as the problem below will show.

Problem: Write down the rule for ordering adjectives of age, number and nationality in English. If you don't know the rule, write "don't know."

Now, examine the word sets below. Arrange each group of words in what sounds like the natural order:

girls   young   the   French   four

Ducks   elderly   the   Canadian   many

Musicians   aged   those   Italian   six

# Knowing How vs. Knowing About

Problem: Kinds of Nonsense. None of the following sentences make any sense at all. But they don't make sense in three different ways; they illustrate three different kinds of nonsense. The first kind we'll call *Nonsense 1*; here's an example:

- *Nonsense 1*: Proozlies pixilate froobally on the craydiddle.

The second kind of nonsense we'll call *Nonsense 2*:

- *Nonsense 2*: Hortense drank the typewriter after she baked it.

The third kind of nonsense we'll call *Nonsense 3*:

- *Nonsense 3*: Carefully the onions slices he.

Identify the sentences that follow as *Nonsense 1*, *Nonsense 2*, and *Nonsense 3* . . .

# Language Know-How or Competence

- There are 3 basic parts in students' language competence: They have a *word sense* that lets them know whether a word is an English word--or likely to be an English word--or not. They have a *grammar sense* that tells them whether sets of words are put together right. Finally, their *meaning sense* is alert to problems: You can't stub your stomach, much less eat Oklahoma.
- We will pull on their language know-how or competence as we work on the Sentence Play activities that follow.

# Sentence Unscrambling

Unscrambling Lead Sentences from newspaper articles:

Unscramble the parts to form a smooth-reading English sentence:

Example:

a rare early storm

for nearly two million customers

October snowfall records

in the Northeast

and threatened to topple

bearing ferocious winds

knocked out power

# Combining Sentences

Combine the sets of 3 sentences below to form one smooth-reading English sentence. Try for only one sentence. You may add words, cut words (esp. unnecessary repetition), move parts around and change the forms of words.

A.

1. Matt was a fat cat.
2. He sat on his hat.
3. He made it flat.

B.

1. Sue heard from you.
2. She felt somewhat blue.
3. She ordered a brew or two
4. She decided to start anew.

# Expanding Sentences

Pick one adult clump (independent clause) and expand the sentence by adding 3 kid clumps (phrases) before it, inside it, and/or after it.

Kid Clumps: Examples:

- like a patient etherized upon a table
- leaving on a jet plane
- In the chambers of the sea
- sitting on a park bench
- under the boardwalk

Adult Clumps: Examples:

- I'll fly away.
- She comes in colors.
- I didn't have sex with that woman.
- I'm the slime.

# Expanding Sentences, cont.

Look at the photograph. Decide if you will BE the young man or if you will be DESCRIBING him. Then, write a well-formed sentence that uses both an adult clump (independent clause) and several kid clumps (phrases) to describe the scene.



# Enlarging Your Repertoire of Sentence Choices

These are students' own sentences, decombined by me. I have them recombine them to apply sentence combining practice.

## **Sentence Combining Practice:**

Combine the following sets of short, choppy sentences into one longer, more smoother-reading sentence:

A.

1. 1. Eminem raps and acts in movies.
2. 2. He is a talented artist.
3. 3. His main ability is rap/hip-hop artist.
4. 4. He is also an actor.

# Combining Sentences, cont.

These are students' own sentences. I have them recombine them to eliminate unnecessary repetition, especially, which also leads to a decrease in the amount of run-ons, comma splices and fragments.

Sentence Combining Practice:

A.

1. Later that night mom came home and sat us down.
2. Her eyes were red and puffy.
3. Her makeup was running down her face.

# Combining Sentences, cont.

B.

1. I ended up dropping out a month or so later.
2. Figured what was the point if they were going to kick me out anyway.
3. They had a rule that after you reached a certain age they would kick you out.

# Combining Sentences, cont.

C.

1. They placed me into a pre-Ged class.
2. I was placed in this class due to getting one too many questions wrong.
3. My teacher was determined to get me into the Ged part of the class.
4. That way I could start a program they used called Plato.

G.

1. I ended up passing both tests at college level.
2. This definitely boosted my confidence.

# List of Terms

## TERMS TO USE WHEN DISCUSSING SENTENCE STRUCTURE:

### Adult Clump or Independent Clause:

- can stand alone
- consists of a subject + verb in meaningful connection to each other
- can be turned into a yes/no question
- can take a tag phrase
- Makes sense when plugged into the blank below:

They refused to believe the idea that

---

# List of Terms, cont.

## Kid Clump or Phrase:

- cannot stand alone
- does not have a subject and verb
- cannot be turned into a yes/no question
- does not make sense when plugged into the blank below:

They refused to believe the idea that

---

## Teenage Clump or Subordinate Clause:

- cannot stand alone
- **has a subject and verb**
- cannot be turned into a yes/no question
- does not make sense when plugged into the blank below:

They refused to believe the idea that

---

# List of Terms, cont.

## **ERRORS TO AVOID:**

Run-on: 2 adult clumps fused together with nothing marking the boundary between Adult Clump #1 Adult Clump #2

Comma Splice: 2 adult clumps fused together with a comma by itself marking the boundary between Adult Clump #1, Adult Clump #2

Fragment: A part of a sentence that is punctuated as if it were a complete sentence. A kid clump or teenage clump punctuated as if it were a complete sentence.

# Resources

1. Christensen, Francis. *Notes Towards a New Rhetoric: 9 Essays for Teachers*.
2. Hartwell, Patrick. *Open to Language: A New College Rhetoric*.
3. Killgallon, Don. *Grammar for College Writing: A Sentence-Composing Approach*.
4. Killgallon, Don. *Sentence Composing for High School*.
5. Noguchi, Rei. *Grammar and the Teaching of Writing: Limits and Possibilities*.
6. Strong, William. *Sentence Combining: A Composing Book*
7. Strong, William. *Writer's Toolbox: A Sentence-Combining Workshop*.

# Growth Mindset

Cue... Michele Dunnum

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# Carol Dweck's Work on Growth Mindset

## Best Practices

- Read Dweck's articles "Brainology: Transforming Students' Motivation to Learn" (available through Ebsco- Academic Search Complete)
- Watch Dweck's TED Talk "The Power of Yet"
- Apply these ideas to another text, preferably one in that gives students the opportunity to call out fixed mindset :) Nobody likes perfect people.
- Admit one's own deficiencies in having a growth mindset, and/or in parenting according to these ideals
- Acknowledge that there are socio-economic resource inequalities that also matter; implying that mindset is the absolute key insults people.
- Provide opportunities for reflective writing... create an evaluation structure that is about growth

# Growth Mindset Resources

- Dweck, Carol S. "Brainology Transforming Students' Motivation to Learn." *Independent School*, vol. 67, no. 2, Winter 2008, pp. 110-119. EBSCOhost.
- Carol Dweck's TED Talk About the Power of "Yet" :  
[https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve?language=en#t-6419](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en#t-6419)
- "How We Learn: Synapses and Neural Pathways" <https://vimeo.com/213694870>
- "Learning Like Jungle Tiger" Train Ugly Workshops:  
<https://www.youtube.com/watch?v=muoVtDjionM>
- Your own experiences-- acknowledging your own past fixed mindsets and fixed-mindset-cultivating parenting is HUGE; and be sure to talk about how your grading is designed to reward growth.
- Your students' own experiences
- Just about anything ever said by an athlete