

Contextualized grammar and usage modules that improve student writing

*A sabbatical project
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Grossmont College*

A SHORT EDITING QUIZ

- Employers and college teachers expect us to edit our writing for common errors.
- Can we identify error?
- Take a couple of minutes to take the quiz.

Sample editing pre-test

Directions: Identify if the sentence is correct or incorrect

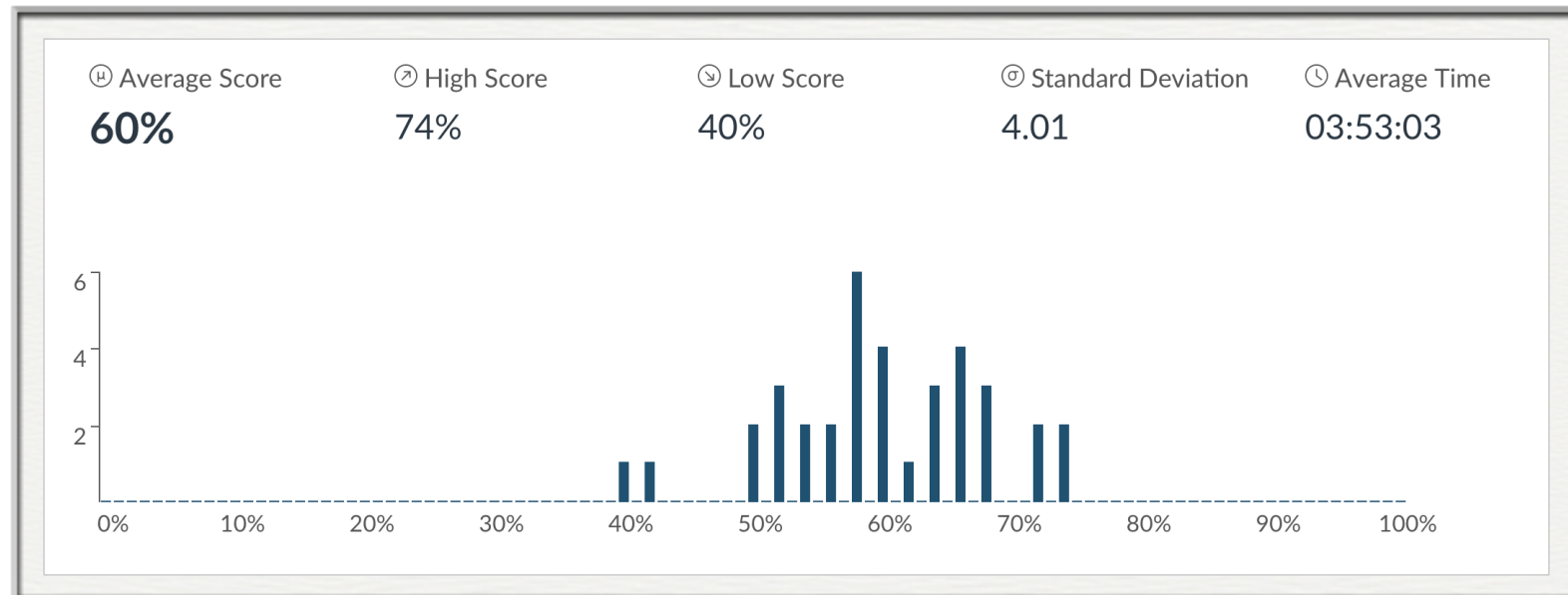
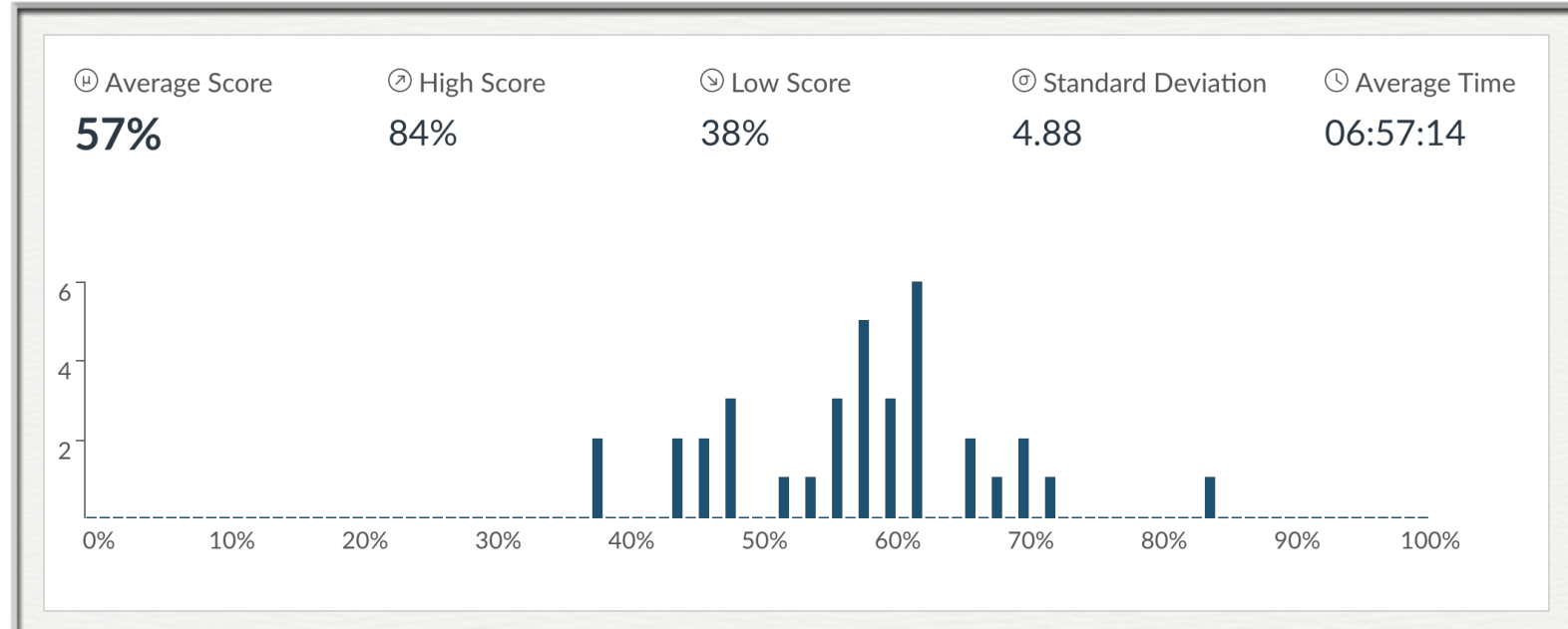
1. Because they believed that their intellect could be developed.
 Correct
 Incorrect
2. Students who are praised for effort remain undaunted and their performance continues to improve, in fact, many of them enjoy the challenge.
 Correct
 Incorrect
3. I have identified two sets of beliefs that people can have about students' intelligence and that students can have about their own intelligence in my research.
 Correct
 Incorrect
4. The cumulative effect of those state-level decisions, combined with recent cuts to the food-stamp program on the federal level, have been a sharp decline in the number of claimants.
 Correct
 Incorrect
5. Some college students could of used the food pantry, but chose not to because of the stigma.
 Correct
 Incorrect
6. Despite their criticism of government performance they back more generous government support for the poor and needy.
 Correct
 Incorrect
7. Should the United States have consulted the United Nations, and gotten it's permission to invade Iraq?
 Correct
 Incorrect
8. Paul Tough has a new book being published later this month, titled Helping Children Succeed, which argues that schools should stop trying to teach qualities such as grit to kids.
 Correct
 Incorrect

HOW DID MY STUDENTS DO?

This semester, I am piloting my sabbatical project in two of my English 120/020 classes.

Students took a similar editing assessment in the first week of classes, but their editing “quiz” included 50 questions.

These are their results



A LITTLE BIT ABOUT ME – CINDI DAVIS HARRIS, EDD

- I was hired by the GC English department in 2008 to teach developmental reading and writing courses;
- Before to teaching here, I taught English at Helix Charter High School, where I also worked as a literacy mentor and coach, trained fellow high school faculty to use writing-to-learn strategies in their content area classes, co-wrote a writing curriculum that continues to be used today;
- I also lead workshops for high school and community college faculty in a statewide college readiness curriculum called the Expository Reading and Writing Course;
- I also taught English methods classes at SDSU in the secondary education teacher credential program.
- I have spent much of my teaching career investigating and researching writing instruction grounded in constructivist and social development learning theories (Vygotsky, 1986)

THE CLASSES I (CURRENTLY) TEACH

- In Spring 2015, English 99 - I was one of the first cohorts of faculty to teach English 99, an “accelerated” integrated reading and writing course.
- I proposed my sabbatical in Fall 2015 as I was thinking about how I could teach grammar in the context of what I was asking students to read and write about.
- During my sabbatical semester (Spring 2017) - Post AB 705
 - More students are qualified to start in the transfer level course (another presentation in and of itself).
 - Grossmont College English received approval to offer English 120 with a co-requisite support class - English 020.
- I currently teach English 120/020 classes. These contextualized grammar and usage modules are used as part of that class.

A LITTLE BIT ABOUT MY PROPOSAL

- How to teach correctness is vexing problem for English faculty - How can we teach correctness without boring everyone to tears and so that it gets learned?
- How can I teach grammar and usage in the context of writing in a our transfer-level composition course with a focus on rhetoric?
- The answer to these, and some other questions, were in the ERWC curriculum for which I had been a trainer.

MY PROPOSAL - IN A NUTSHELL

- To take the framework of the ERWC Rhetorical Grammar approach.
- Utilize Canvas to deliver instruction
- Make it engaging and worthwhile to students.
- Integrate it with the rest of what we were reading and writing about in class, so that the “grammar” portion of the class would not be a separate, and unrelated, set of activities.

FOUR INTEGRATED MODULES BASED ON THE TEXTS STUDENTS ARE READING, AND WRITING ABOUT

	English 120	English 020	Writing Assignment
Unit 1	Motivation and Success	What is a Sentence?	Summary
Unit 2	Education and Equity	Quoting, paraphrasing, summarizing	Short Rhetorical Analysis
Unit 3	Food Insecurity	Clauses, phrases, modifiers	Comparative Analysis
Unit 4	Media Bias and Polarization	Agreement - Verbs and Pronouns	Research Proposal and Research Paper

EACH MODULE INCLUDES THREE KEY PARTS

➤ Part 1 - Guided Composition

- Students listen to me read a short paragraph twice.
- While I read, they are instructed to listen first, and then take notes.
- Then they attempt to reconstruct the paragraph I read from their notes and memory.
- I wrote each guided composition paragraph so the it highlights the rhetorical grammar concept for which they will receive instruction/review.
- Each guided composition is also drawn from one of the texts they will be reading later in the unit, so it also acts as a preview activity.
- Students return to this “guided composition” activity throughout the lesson for peer review and feedback, and at the end of the lesson in order to edit it.

EACH MODULE INCLUDES THREE KEY PARTS

➤ Part 2 - Rhetorical Grammar Instruction

- A series of activities lessons and videos designed to teach the grammar skill of the unit.
- These activities, lessons, videos etc, are based on the content and themes of the course.
- The videos primarily come from the Khan academy.
- In-class mini-lessons also ask students to construct sentences following the focus sentence patterns of the unit.

EACH MODULE INCLUDES THREE KEY PARTS

- Part 3 - Revising and Editing Student Writing
 - Students return to their earlier guided composition and
 - Peer editing and feedback on classmates guided compositions
 - Edit their own before they edit the “formal paper” for the unit

READY FOR A TOUR?

HOW'D MY STUDENTS DO ON UNIT 1? (JUST FINISHED LAST WEEK)

Quiz Summary

Section Filter ▾

Student Analysis

Item Analysis

⊕ Average Score

80%

⊕ High Score

100%

⊖ Low Score

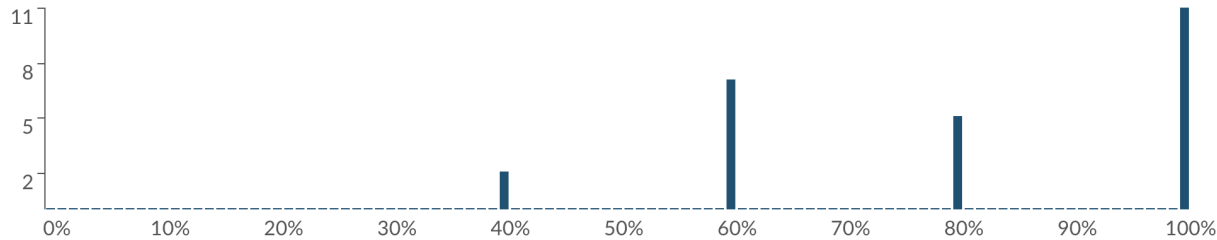
40%

⊕ Standard Deviation

1.02

⌚ Average Time

08:10



Quiz Summary

Section Filter ▾

Student Analysis

Item Analysis

⊕ Average Score

89%

⊕ High Score

100%

⊖ Low Score

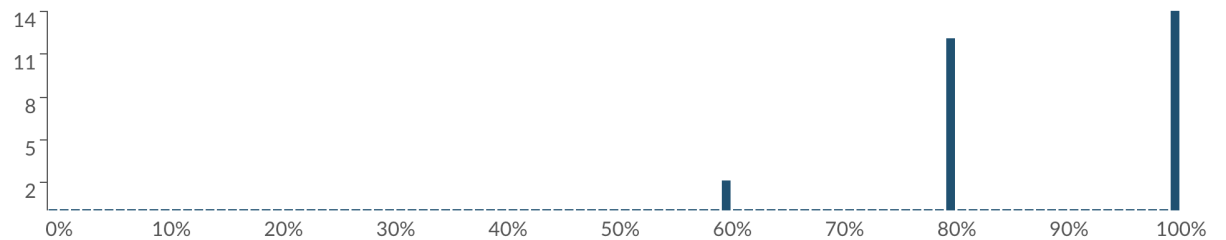
60%

⊕ Standard Deviation

0.62

⌚ Average Time

05:43



WERE YOU SURPRISED BY YOUR RESULTS ON THE QUIZ?

- “I wasn't surprised that I got all correct. I did watch and take notes from the Khan academy videos. Thank you for posting those in the lesson. Seeing it, reading it, writing it down, and hearing it might have been the repetition I needed.”
- “I was surprised that I did not miss any of them considering I got about 50% on the last quiz. But I have been doing my work and paying attention so it shows why.”
- “Out of the five questions I got all five correct. I definitely struggled less this time compared to the last quiz. I wasn't that surprised by the results because I felt confident on most of them, but there was one question I was unsure about.”

WHAT, IF ANYTHING, WILL YOU DO DIFFERENTLY IN THE NEXT UNIT?

- I will use this unit as a guide on editing my work in all my classes.
- I want to focus more on my sentences because when I did that during the quiz, I was able to really see if a sentence was correct or not. I definitely feel like this unit will help a lot more than I thought it would. Knowing all the different types of basic sentences will help my writing skills increase.
- I will use it as motivation to continue studying.

WHAT COULD I DO TO IMPROVE THIS MODULE?

- I would say maybe add like another 5 questions where we try and fix wrong sentences into correct ones. Personally more practice helped me! Also, question 2 didn't have any options to pick, so I was confused about that.
- It would be better if canvas had an easier way to see our results when doing the results and reflection quiz. Also I couldn't answer number two.

Sample editing pre-test

Directions: Identify if the sentence is correct or incorrect

1. Because they believed that their intellect could be developed.

Correct
 Incorrect

fragment

2. Students who are praised for effort remain undaunted and their performance continues to improve, in fact, many of them enjoy the challenge.

Correct
 Incorrect

Comma splice - comma should be a period

3. I have identified two sets of beliefs that people can have about students' intelligence and that students can have about their own intelligence in my research.

Correct
 Incorrect

misplaced modifier - in my research

4. The cumulative effect of those state-level decisions, combined with recent cuts to the food-stamp program on the federal level, have been a sharp decline in the number of claimants.

Correct
 Incorrect

verb tense (have should be has)

5. Some college students could of used the food pantry, but chose not to because of the stigma.

Correct
 Incorrect

verb tense (have should be has)

6. Despite their criticism of government performance they back more generous government support for the poor and needy.

Correct
 Incorrect

punctuation - comma needed after performance

7. Should the United States have consulted the United Nations, and gotten it's permission to invade Iraq?

Correct
 Incorrect

punctuation - no comma needed after Nations

8. Paul Tough has a new book being published later this month, titled Helping Children Succeed, which argues that schools should stop trying to teach qualities such as grit to kids.

Correct
 Incorrect

Helping Children Succeed should be in italics or underlined if handwritten (title of book)

SO... HOW'D YOU DO?

- The are all incorrect!
- (I know; that was sneaky of me)

QUESTIONS?