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Developing from Within: Using Co- Requisite Strategies Outside the Co- Requisite Model



**Overview, Research, and Session
Outcomes
Josef Vice, MA**

Overview, Research, and Session Outcomes

Teaching Co-Requisite Skills

Applying Co-Requisite Strategies to the College Composition I Revision

Applying Co-Requisite Strategies to the College Composition II Revision

Discussion, References, and Contact Information

Agenda

This session examines embedding co-requisite content into courses to serve all students. Using discussion, case studies, and one-to-one interactions, participants discover how one department developed its embedded co-requisite approach, how course designers and faculty created and delivered the curriculum, and how the changes improved the student experience and student success.

Description

What Research Told Us

Research into student readiness for college-level learning has identified time and task management strategies and organizational skills as primary areas where students – especially adult learners with other risk factors – need support and development opportunities.

Time Management Research

Tyler-Smith identifies Time for Studies as one of the biggest risk factors for adult learners (2006). Attrition rates for adult learners are particularly affected by either lack of time or poor time management skills

First time learners are particularly at-risk, especially those who are first generation college learners.

Time Management Research

Grow (1991) argues that one of the most important goals of the educational process is learning to be self-directed.

Kenner and Weirnerman (2011), however, caution that despite possibly having strong time management skills on the job, nontraditional students are less likely to be able to transfer this skill to the specific time management constraints of college.

How We Took Action



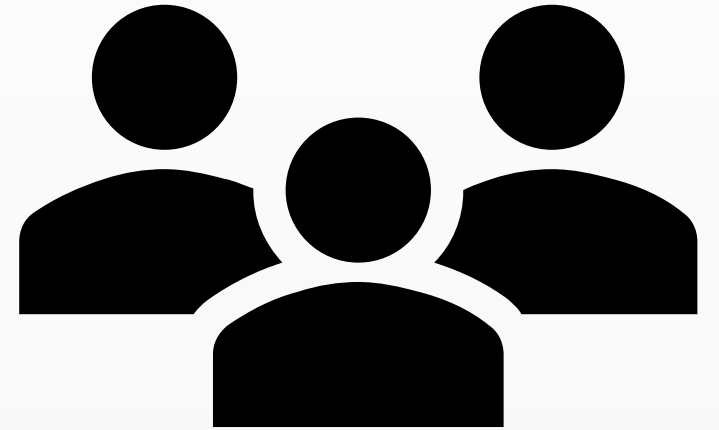
The 2018 revision of CM 107 and 220, courses many Purdue Global Students take in their first terms, placed emphasis on co-requisite skills into course content.



As a result, students not only learn about time and task management strategies, organization skills, and other co-requisites, but they put them into practice as part of the course and therefore build habits and skills applicable in their academic, professional and personal roles.

What We Want to Share

In this session, the CM 107 and CM 220 Course Leads, SMEs, and full-time faculty members will explain the rationale for including these topics in the course, ways to integrate similar skills into teaching and learning in all courses, and preliminary information on how these actions impact student success.



What We Hope You Take With You



By the end of this session, participants will



1. Identify the value to student success of providing time and task management strategies and organizational skills activities in course content;



2. Understand the importance of reinforcing time and task management strategies and organizational skills in instruction to student success; and



3. Discuss ways to include time and task management strategies and organizational skills in teaching and learning to improve student success.



Teaching Co-Requisite Skills

Stephanie Thompson, PhD

TIME MANAGEMENT CALCULATOR Answer these questions to develop a quick profile.

RESTART

How many courses will you be taking *per term*?

Read the question here:
Select the best answer here:

Total Hours in a Week: 168

Total Hours Consumed: 0

Sleep	0
Work	0
Commuting	0
Personal	0
Recreation	0
Dining	0
Household	0
Other	0

1

2

3

College-Level Expectations-Commitment

- Student Testimonials
- NSO
- Time management calculator
- Course Home Information
- Rubrics
- Samples

College-Level Expectations-Content and Quality

- Course Home Information
- Rubrics
- Samples
- Reading and Learning Activities

The screenshot displays a course management system interface. On the left is a navigation sidebar with a search bar and a list of menu items, each with a count in a red box: Bookmarks, Course Schedule (1), Table of Contents (95), Syllabus (1), Faculty Information, Course Resources (5), Course Documents (1), Grading Rubrics (4), Academic Tools (4), Virtual Office (checked), Instructor Resources Draft (1), Hawkes Learning (checked), Course Home (1), Unit 1 (7), Unit 2 (7), Unit 3 (8), Unit 4 (9), Unit 5 (9), Unit 6 (9), Unit 7 (9), Unit 8 (9), Unit 9 (11), and Unit 10 (5). The 'Course Resources' item is highlighted. The main content area is titled 'Course Resources' and shows a progress indicator '0% 0 of 6 topics complete'. It lists several resource categories: 'Learning Outcomes and Assessment UG' with a link icon, 'Course Documents' with a dropdown arrow, 'Unit Readings' with a link icon, and 'Grading Rubrics' with a dropdown arrow. Below these are two section headers: 'Course Documents' (with a red briefcase icon) and 'Grading Rubrics' (with a blue puzzle piece icon). Under 'Grading Rubrics', there are four entries: 'CM107 Gen Ed Assignment Rubrics', 'CM107 Gen Ed Discussion Rubrics', 'CM107 Gen Ed Seminar Rubrics', and 'CM107 Journal Rubric', each with a link icon and a dropdown arrow.

Wednesday	<ul style="list-style-type: none"> • Review unit overview announcement • Begin unit Reading and Learning Activities • Preview unit Discussion Board instructions
Thursday	<ul style="list-style-type: none"> • Complete Reading and Learning Activities • Complete unit Learning Activities • Begin drafting Discussion Board initial post • Preview any Assignments (Units 2, 4, 6, 8, and 9)
Friday	<ul style="list-style-type: none"> • Plan, draft, and revise Discussion Board initial post • Read some initial posts from classmates and plan for your responses • If you have a unit Assignment, brainstorm and create plan of action
Saturday	<ul style="list-style-type: none"> • Post one to two responses to classmates' initial posts • Read responses to your initial post and respond to one to two • Draft your unit Assignment (Units 2,4, 6, 8, and 9)
Sunday	<ul style="list-style-type: none"> • Continue to respond to classmates' initial posts and follow-up questions • Begin revision process for Assignment; read what you have written, double check instructions and rubric, and create a plan for revision
Monday	<ul style="list-style-type: none"> • Complete Learning Journal (Units 1, 3, 5, 7, and 9) • Visit Writing Center for feedback on your Assignment draft and review plan for revision and apply
Tuesday	<ul style="list-style-type: none"> • Continue to respond to Discussion Board follow-up questions • Review your Assignment revision and make any necessary content, organization, and development changes to draft • Edit your Assignment draft and proofread, preparing it for submission

Teaching Organization

- Info-graphics
- Visual appeal
- Clear plan

Teaching Basic Skills



Resources

- Academic Writer (Formerly APA Style Central)
- APA Help
- APA Demystified
- Effective Writing Podcasts
- Student Life
- Study Essentials
- Writing With Integrity

Connect With a Tutor



- Writing Tutors
- Math Tutors
- Science tutors
- Technology Tutors
- Business Tutors

Submit a Paper or Question



- Writing Paper
- Math Project
- Science Project
- Ask a Business Tutor
- Ask a Technology Tutor

Get Help From



- Writing Center
- Math Center
- Science Center
- Technology Center
- Business Center
- Disability Services

Manage Your Studies and Time



- Writing Resources
- Citation (APA and More)
- Math Resources
- Science Resources
- Plagiarism Information
- Business Resources

Watch Webinars



- Webinar Calendar
- Recent Recordings
- APA Citation
- Math Study Sessions
- Science Study Sessions

Connect



- Blog
- Twitter
- Webinars
- Contact Us



Teaching Structure

- Units fit within larger modules to work towards assignments
- Practice- reading and learning activities
- Prepare- discussion boards
- Perform- assignments
- Practice, prepare, perform creates a pathway to each assignment

Teaching Time Management

- Intelligent Agents
 - Optional for instructors
 - Reminders before work is due
 - Reminders when students have not posted
 - Taskforce working to create templates for all instructors
 - Guide for use

Intelligent Agents > New Agent

New Agent

Agent Name: *

▶ [Edit Description](#)

Status:

Agent is enabled

1. Criteria

Role in Classlist

- All users **visible** in the Classlist
- Users with specific roles:

Preventing Procrastination: Informal Writing Example

Unit 3

Seminar- talk about a possible topic

Discussion Board- select and brainstorm on possible topics

Journal- practice informal writing

Unit 4

Seminar- discuss drafting

Discussion Board- share draft and provide peer feedback

Assignment Due





**Applying Co-Requisite Strategies to the College
Composition I Revision
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Be Explicit: Going Beyond



Why will we “go beyond” to make you a better student?

Course Level: Tools are a Place to Begin

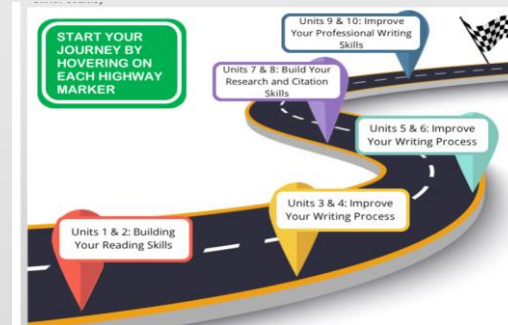
Syllabus

Faculty Information

Course Resources

Academic Tools

Virtual Office



Course Home

ON YOUR CM107 JOURNEY
↓ YOU WILL: ↓

- IMPROVE YOUR WRITING SKILLS
- BUILD AND PRACTICE YOUR RESEARCH AND CITATION SKILLS
- STRENGTHEN YOUR READING COMPREHENSION SKILLS



Continue on your route to career and professional success by:

- Applying the reading, research, and writing skills you learned in this course to achieve success in your college courses and in your professional career
- Reflecting on your strengths and areas of concern and proactively working towards further improvement





CM107 College Composition I

IN THIS GUIDE

CM107 Guide for Success

What Will You Learn?

Imagine being able to improve your reading comprehension skills so that you can more easily understand the content of documents you read at work and in your college courses. Imagine being able to apply strategies that allow you to write documents that are clear, concise, complete, and correct, whether for personal, academic, or professional purposes. Further, imagine learning how to do all of this in a systematic way that reduces, not increases, your stress.

How Will You Use Your New Skills?

You will emerge from this course with powerful skills that will help you to succeed in all your other college courses and throughout your career. Remember, managers seek out employees with strong communication skills. Employees with strong writing and speaking

skills tend to be more productive at work, and as a result, they tend to be promoted and placed in managerial positions. Building your communication skills will open doors to you that might otherwise remain closed. On top of that, you will build your knowledge and confidence levels!

How Will You Complete This Course?

Learning these critical skills in so short weeks will require you to stay focused, manage your time, and remain motivated. This will no doubt be challenging, but if you use this information to stay focused and on task and keep your eyes on the goals you want to achieve, you are more likely to succeed. Remember that challenges allow you to discover your strengths and weaknesses and to learn what you are truly capable of achieving!



Tips for Course Success

All college courses require time and effort in order to learn the course material and improve skills. The most successful CM107 students from past terms offer the following suggestions to help you manage your time and achieve course success.



How to Manage Your Time

In this section, you will review information on what the average investment of time, and effort, is for each assignment. With this information, you can plan your time and begin to determine how to adjust for your learning.

FIVE TIPS FOR COURSE SUCCESS

PLAN YOUR WEEK	CREATE A CALENDAR	CREATE REMINDERS	REDUCE YOUR STRESS	GET ASSISTANCE
Knowing what is due and starting work early in the unit is a key to your success. This will give you more time to plan, draft, revise, and edit your work!	A homework chart kept next to your desk helps you stay on track with your assignments.	Stay on track by using a homework app or your mobile phone's calendar to alert you when work is due.	Make room in your weekly schedule to work on assignments throughout the week and include some free time for you.	Consult your instructor, family and friends, and try the Writing Center!

HOW TO MANAGE YOUR TIME

REVIEW THE INFORMATION BELOW TO FIND WHAT THE AVERAGE INVESTMENT OF TIME, AND EFFORT, IS FOR EACH ASSIGNMENT.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours	3 hours	2 hours
Learning Activity	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	1 hour
Discussion	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	3 hours
Seminar	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	
Assignment		4 hours		6 hours		6 hours		7 hours	8 hours	
Journal	1 hour		1 hour		1 hour		1 hour		1 hour	
Study	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	

Course Level: A Built In Takeaway

DATES	WHAT IS IT?	WHAT IS DUE?
August 19-21	COURSE PREVIEW	<ul style="list-style-type: none"> - Nothing - Do not post or submit work. ANY WORK POSTED BEFORE WEDNESDAY WILL NOT BE GRADED. Go in and see how things look and work. - Familiarize yourself with the course - Be ready to start Unit 1 on Wednesday, February 1
August 22-28	UNIT 1	<ul style="list-style-type: none"> - Read Unit 1 Introduction - Complete Reading - Complete Learning Activity - Participate in Unit 1 Discussion - Attend seminar or complete Seminar Option 2 - Complete Unit 1 Journal - Preview Unit 2 Assignment
August 29-Sept 4	UNIT 2	<ul style="list-style-type: none"> - Read Unit 2 Introduction - Complete Reading - Complete Learning Activity - Participate in Unit 2 Discussion - Attend seminar or complete Seminar Option 2 - Complete Unit 2 Assignment
Sept 4-11	UNIT 3	<ul style="list-style-type: none"> - Read Unit 3 Introduction - Complete Reading - Complete Learning Activity - Participate in Unit 3 Discussion - Preview Unit 4 Assignment - Complete Unit 3 Journal - Attend seminar or complete Seminar Option 2
Sept 12-18	UNIT 4	<ul style="list-style-type: none"> - Read Unit 4 Introduction - Complete Reading - Complete Learning Activity - Participate in Unit 4 Discussion - Attend seminar or complete Seminar Option 2 - Complete Unit 4 Assignment
Sept 19-25	UNIT 5	<ul style="list-style-type: none"> - Read Unit 5 Introduction - Complete Reading - Complete Learning Activity - Participate in Unit 5 Discussion - Attend seminar or complete Seminar Option 2 - Complete Unit 5 Journal - Preview Unit 6 Assignment
Sept 26-Oct 2	UNIT 6	<ul style="list-style-type: none"> - Read Unit 6 Introduction - Complete Reading - Complete Learning Activity - Participate in Unit 6 Discussion - Attend seminar or complete Seminar Option 2

**Course Level:
Provide A Way to
Plan Ahead**

Course Level: Skill Development Becomes a Goal

One Course; Two
Purposes

- A Better Writer
- A Better Student

Becoming a
Better Writer

- Learning content
- Practicing skills
- Demonstrating Skills

Become a Better
Student

- Improving strategies
- Using resources
- Becoming Independent

Set goals

- primary writing goal
- Primary goal as a student

Analyzing Your
Learning

- How Will Practicing These Skills Help You Achieve Your College And Career Goals?
- Try this: Reading skills will help me to _____ in my career.

Course Level: Time and Task Management is Integral

Tools

- To-do lists
- Announcements and reminders
- Course Home
- Resources in the One Stop Shop

Organization

- Repeated types of work
- Common Schedule
- One activity leads to another AND helps you succeed

Example

- A great example is the DB. The work there is set up to prevent you from waiting until the last minute and to stop writing procrastination. You post ideas for assignments a unit before they are due and we practice the writing steps within the DB to keep you on track!

Unit Level: Help Students Create a Plan

Outcomes:	CM 107 Graded Assignment Checklist and Best Practice Schedule			
<ul style="list-style-type: none"> • Identify writing as effective or ineffective. • Identify strategies for effective reading comprehension skills. • Identify audience. • Identify purpose. • Identify writing strategies. 	Assignments	Points	Best Practice	Submit to
	Live Seminar -OR-	10	Wed /Thur 12 PM ET -OR-	Live Seminar
	Seminar Option 2		Thurs by 11:59 PM ET	Dropbox
	Learning Activities/ Quiz	5	Fri by 11:59 PM ET	Quiz Tool
	Discussion Initial Post	40	Sat by 11:59 PM ET	Discussion Forum
	Replies to Peers		Mon by 11:59 PM ET	Discussion Forum
	Journal	10	Tues by 11:59 PM ET	Dropbox
	All Graded Work for Unit	65	Due Tue by 11:59 PM ET	See above

Assignment Level: Teach a Process

Prepare:

- Complete Reading and Activities first
- Treat this as any writing assignment
- Plan, Draft Revise and then post

Plan

- Review instructions carefully
- Review TK's initial, pinned post
- Use TK's materials to take notes

Draft

- Write your posts in a Word document first
- Do Not type into the discussion unless unavoidable
- Use TK's Template

Revise

- Use all tools you can
- Find all mistakes ("l" for I)
- Did you answer everything?

Post

- Copy from MS Word
- Paste into DB
- Preview and edit before finalizing.

Peer Responses

- Read all posts and choose carefully whom to respond to
- Ask relevant questions, engage your classmates, add to what has been said, offer constructive suggestions.
- Do not critique posts, grade them or comment on classmates' grammar

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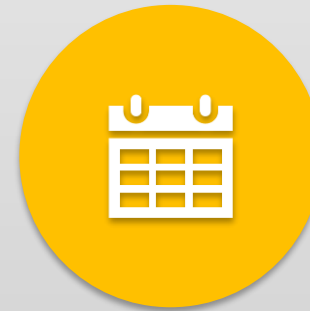
Skill Building Continuity



JOURNEY TO
SUCCESS ROADMAP



TIME MANAGEMENT
CALCULATOR



TIMELINE

Tips for Success Infographics

FIVE STUDENT TIPS FOR UNIT SUCCESS

All college courses require time and effort in order to learn the course material and improve skills. The most successful CM 220 students from past terms offer the following suggestions to help you manage your time and achieve course success.



PLAN YOUR WEEK

Knowing what is due and starting work early in the unit is a key to your success. This will give you more time to plan, draft, revise and edit your work!



CREATE A CALENDAR

A homework chart kept next to your desk helps you stay on track with your assignments.



CREATE REMINDERS

Stay on track by using a Homework App or your mobile phone's calendar to alert you when work is due.



REDUCE YOUR STRESS

Make room in your weekly schedule to work on assignments throughout the week and include some free time for you.



GET ASSISTANCE

Consult your instructor, family and friends, and try our Writing Center!

FIVE STUDENT TIPS FOR YOUR SUCCESS WRITING

The stronger your reading, writing, and persuasion skills are, the more likely you will succeed as a student and earn your degree!



READ

What writing experts say about the process for building your reading, research and writing skills.



PRACTICE

What you learn in the course, within the Discussion Board, Seminar, and in writing assignments.



APPLY

What you learn in all writing assignment opportunities.



FEEDBACK

Instructor feedback can help you identify your areas of strengths and weaknesses, and provide tips on improving them.



RESOURCES

Your friends, family members, coworkers, instructors, and the Writing Center tutors can help you when you need it!

FIVE TIPS FOR YOUR SUCCESS DISCUSSION



CHECK YOUR WORK

All Discussion posts and responses to peers should be written in complete sentences using Standard American English. Before posting, proofread for grammar, spelling, and word-choice issues.



ADVANCE THE CONVERSATION

Initial posts and peer feedback should advance the conversation by offering new ideas and insights or asking thought-provoking questions related to the weekly discussion prompt.



CONNECT IDEAS

Connect your ideas to the Readings to demonstrate mastery. Refer to concepts from the readings in your post.

Use signal phrases: According to Johnson's (2010) talk, "Where Ideas Come From..."



QUOTATION MARKS

Use quotation marks with direct quotes and cite the source with an APA in-text citation and full reference entry.

Signal Phrases should include: Author's last name + (year).



RESOURCES

Use [PGWC Citation Guides](#) for help with references.

Backwards Mapping

According to Barhoum (2018) an essential element of co-requisite design is backwards mapping to determine the skills a student will need before they can perform a desired outcome.

Example: To write a problem-solution thesis, students first need to know:

- How to Brainstorm to select a topic
- How to narrow the focus
- How to use an enthymeme format.

Brainstorm

- Embedded a Credo Infolit Tutorial on how to choose a topic.

Hone In

- Embedded a Credo Infolit Video on how to narrow the focus of a topic

Develop Thesis

- Developed a Google Form to walk students through the steps of developing an enthymeme thesis.

Embedded Training Resources

Credo Infolit Tutorials

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Video: How to Narrow Your Topic



Start of transcript. Skip to the end.

During your academic career, you'll be assigned research papers that let you choose your own

topic. With so many areas of research available, the tough part is deciding where to start.

This video will break down the cyclical nature of the research process, and explain how to

choose and narrow a topic into an appropriate research question, and how to explore your

topic through strategic searching. Research is not a one-time act that's completed

once you submit your research paper. Instead, it's an open-ended exploration and engagement

with information, with opportunities for discovery

Transcripts

[Download SubRip \(.srt\) file](#)

[Download Text \(.txt\) file](#)

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Unit 3 Learning Activity - Drafting an Enthymeme

For this class, you will be using the enthymeme structure to create a problem-solution thesis. Remember from our readings, the enthymeme has three critical components: the claim clause, reason clause, and connector word like because or therefore. Answer the questions below to create your first draft of your problem-solution thesis.

Enter your preferred email address below to get a copy of your answers sent to your inbox for future reference.

* Required

Email address *

Your email

Identify your topic for change

Example. A student wants to write about improving academic performance in the San Antonio School District (SAISD).

Issue: Low academic performance in SAISD.
Research Question: What is causing low performance in SAISD high schools?
Problem Statement: Students in the San Antonio School District high schools are struggling to show mastery and college readiness.

What is an issue that you could write about this term?

Your answer

Write a research question that could help you identify a problem that you would like to solve.

Your answer

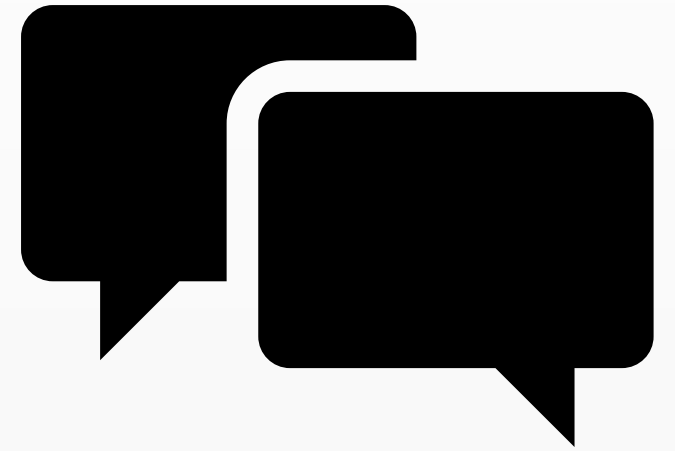


Google Form Exercise

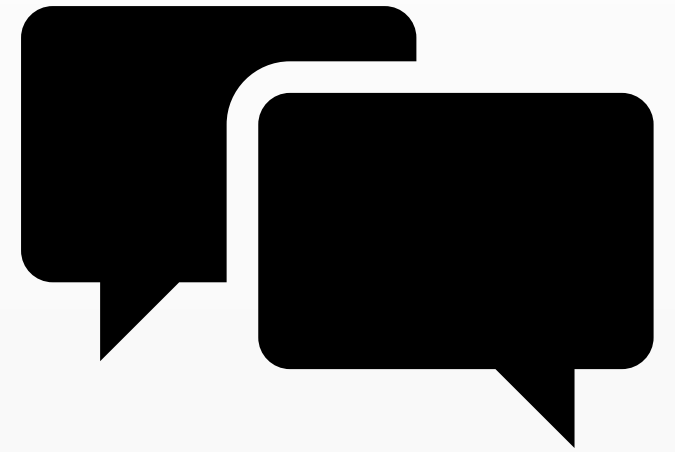


**Discussion, References, and Contact
Information
Josef Vice, MA**

What are the benefits of Using the Co-requisite Model without a Co-Requisite Class?



**How Can You Incorporate
the Co-requisite Model
without a Co-Requisite
Class?**



References

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Session Questions? Ideas? Future Projects?

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