

Creating Effective Integrated Reading and Writing Co-requisite Courses: A Dual Model Presentation

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What are corequisite courses?

Developmental course + a credit bearing course

Corequisites must...

- Be integrated at the highest exit level;
- Be overseen by an instructor of record;
- Deliver accelerated instruction;
- Focus primarily on ACGM learning outcomes not previously demonstrated;
- Include innovative and/or promising practices interventions;
- Not fit traditional course frameworks for contact hours;
- Not be a compressed course; and
- Not include advising or learning support activities (tutoring, supplemental instruction, or labs connected to traditional courses where a student incurs tuition costs).

—from *Rider 50 and 59 Reports*, January 2011, p. 16 & THECB's presentation at CRLA/CASP, November 2012

Content should...

1. Be integrated across disciplines

“Reading and writing should be viewed as a single act of literacy” (Quinn, 1995, p. 295).

2. Include inferencing (how to read “between the lines”)
3. Teach reasoning & evidence inclusion/evaluation strategies
4. Stress effective means of persuasion to opposing audiences
5. Analyze author’s message, purpose, and effectiveness AS WELL AS how students will use the text within a course
6. Understand how different courses affect #5
7. Recognize & develop persuasive writing choices, including organizational “flow” and well-reasoned/supported ideas
8. Transfer to future coursework

“Underprepared students are best served by rigorous engagement with issues that matter” (Hern, 2013, p.12).

In other words...

Student Learning Outcomes *for Texas IRW:*

- A. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- B. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- C. Identify and analyze the audience, purpose, and message across a variety of texts.
- D. Describe and apply insights gained from reading and writing a variety of texts.
- E. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
- F. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- G. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
- H. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- I. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- J. Recognize and apply the conventions of Standard English in reading and writing.

Why Corequisites?

“Developmental education interventions that use learning approaches that, compared to traditional lecture-only classes, more effectively and efficiently prepare students for college-level work.”

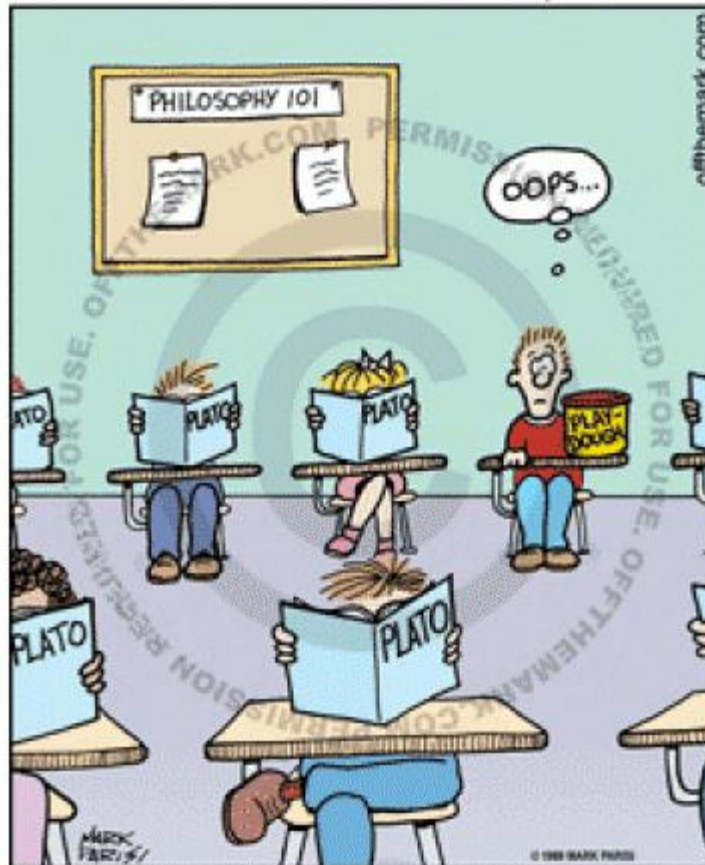
—from *Rider 50 and 59 Reports*, 2012

- By Fall 2018, at least 25% of developmental students must be enrolled in corequisite courses
- 25% increase each subsequent year
- By Fall 2020, enrollment should reach 75% (maximum)

—Tex. H. B. 2223, 85th Leg. (2017)

off the mark.com

by Mark Parisi



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Reading/Writing Co-Requisite Models

Guidelines



3 placement options

- “Reasonably correct estimate”
- 000W (1-hour) – 348-350 on the reading section (351 is passing)
- 300W (3-hour) – 345-347 on the reading section
- 303S (semester-long) – below 345 on the reading section

“Sometimes, based on conversations with students, past high school grades and courses, and even scheduling, students can be in courses that don’t strictly adhere to these ranges.”

–UT’s TSI Director, Hillary Procknow

DEV 000W

- *Who:* “Bubble” students
 - Maximum enrollment of 15
- *Paired with:* Freshman composition (max 25 students)
 - Shares a common syllabus across sections
- *Meets:*
 - 1 ½ hours
 - Once weekly for a semester
- *Details:*
 - Pass/fail
 - Non-credit bearing
 - Clears TSI bar

DEV 300W

- **Pilot semester*
- *Who:* Midrange students
 - Maximum enrollment of 15
- *Paired with:* Freshman composition (max 25 students)
 - Shares a common syllabus across sections
- *Meets:*
 - 3 hours
 - Twice weekly for a semester
- *Details:*
 - Pass/fail
 - Non-credit bearing
 - Counts towards semester hours (including scholarships)
 - Clears TSI bar

Creating Content that Matters



Why Freshman Comp?

- Documented drawbacks for same instructor (credit + developmental course) include potential negative outcomes for the college-ready students in credit courses (Goudas, 2017)
- 1st pilot = Fall 2014: Paired with Freshman Comp
- Several semesters paired with HIS315K
 - Primary sources vs. secondary historical sources
 - How to understand/answer test prompts
 - Sources as evidence in essay responses
 - How to be successful in a history class
- Results
 - Quick adaptation after the first exam + readings move closer to present-day language and concerns
 - Need help with Rhetoric *especially* as the semester progresses
 - Students need exposure to multiple disciplines.

Shared Course Requirements

—based on “High-stakes vs. low-stakes” (Elbow, 1997)

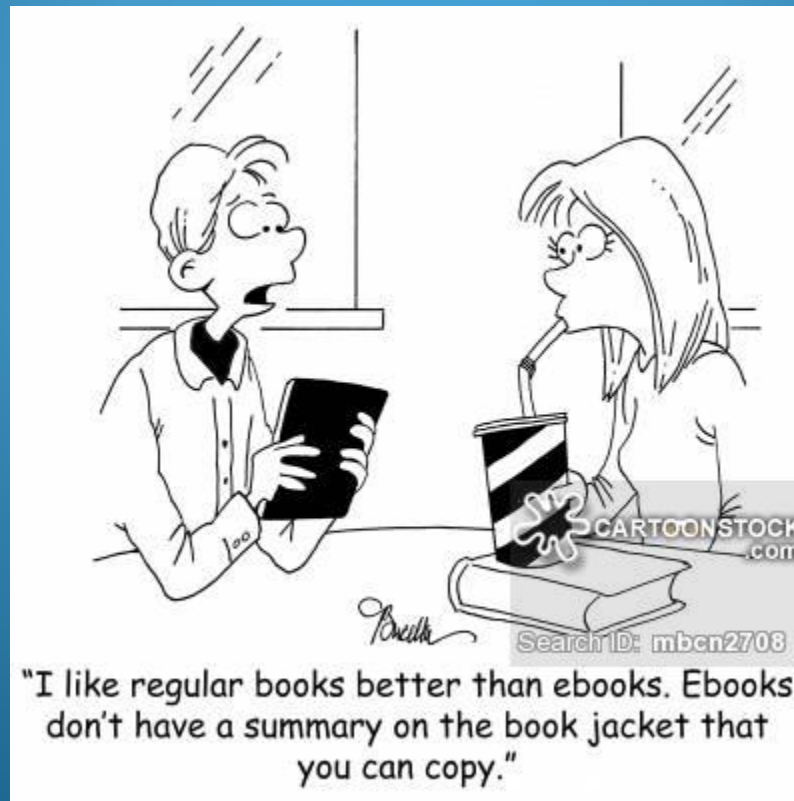
Required Resources/Texts: For this course, you will need:

- Graff, G., Birkenstein, C. & Durst, R. (2018). *“They Say / I Say”: The Moves That Matter in Academic Writing with Readings, 4th Edition*. New York, NY: W.W. Norton & Company. Print.
- A daily journal.
- Canvas readings

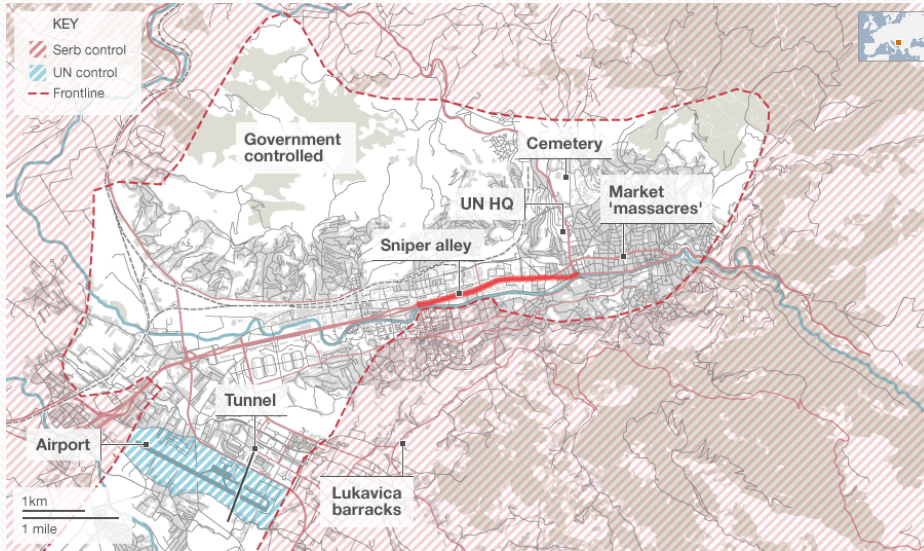
Coursework (Based on a 100 point-scale):

- Assignment 1: Text-based Reading Response (15 points)
- Assignment 2: Short Answer Response (15 points)
- Assignment 3: Norman Rockwell, Then and Now Analysis (20 points)
- Assignment 4: “For the Birds “: A Psychological Analysis (20 points)
- Text & Course Journal (“Journal”; 30 points; 3 “checks” for 10 points each)

Shared Course Assignment Descriptions



Assignment 1



- [Sarajevo War Background](#)
- [Sarajevo \(Bosnian\) War Video](#)

- Instructions: [Assignment 1.docx](#)
- The reading: [an excerpt from The Cellist of Sarajevo by Steven Galloway; Chapter One, "Arrow" \(pages 11-14\)](#)



Directions

Read the assigned chapter of the novel *The Cellist of Sarajevo*; then, thoroughly answer each question below. Be detailed, inventive, and well-reasoned in your response. In all cases...DEFEND YOUR STATEMENTS with samples from the text. Model the guidelines provided in Chapter 3, “The Art of Quoting”, of Graff, Birkenstein, & Durst’s (2018) *They Say / I Say*. Make sure each answer includes: clear claims, sufficient evidence, and effective reasoning.

The Questions

1. Who is Arrow, both before we “meet” her and now?
2. Why is she a sniper?
3. How does she separate her role as a sniper from those of the soldiers she hunts? (Hint: think about why each one is a sniper. What does each hope to accomplish?)
4. How does Arrow define “the core of what it is to be human”?
5. Explain the author’s purpose in having a sniper who takes life explain the value of human life.
6. Why do snipers have two names?
7. Why does Arrow think that using her real name “would be a death greater than the end of her life”?
8. Analyze this statement—“ Her chances of escaping the repercussions of her own bullets are slim” —from two perspectives:
 - *on the lines*
 - *between the lines*
9. Why doesn’t “the insignificance of her injury” bring her “any particular sense of relief”? What do you think that means? (Hint: connect back to Question 4’s answer)
10. Throughout the chapter, Steven Galloway explores descriptive language. Choose one example (i.e., light vs. dark; “a short process that will turn motion into meat”; or “a small nothing that attached itself to her at some point during her exit”) and discuss its impact on the story’s message/purpose.
11. For a story about the execution of a sniper attack, there are many moments devoted to thinking, planning and waiting. Why does Galloway set up the story in this way? What is the impact on the story?
12. What do you think the author wants us as readers to learn from this excerpt? How do you know?

Goals

- Encourage Prewriting Strategies
- Reading On and Between the Lines (possibly Beyond?)
- Developing solid responses

A_{rgument}

P_{roof}

E_{xplanation}

- Recognizing/applying college standards/expectations

Assignment 2: Short Answer Responses

- **NOTE:** For this assignment, you will need Barbara Lazear Ascher's "On Compassion".

Read the following excerpt from *Psychology Today* entitled "Compassion: Our First Instinct" by [Emma M. Seppälä](#).

What is compassion and how is it different from empathy or altruism? The definition of compassion is often confused with that of empathy. Empathy, as defined by researchers, is the visceral or emotional experience of another person's feelings. It is, in a sense, an automatic mirroring of another's emotion, like tearing up at a friend's sadness. Altruism is an action that benefits someone else. It may or may not be accompanied by empathy or compassion, for example in the case of making a donation for tax purposes. Although these terms are related to compassion, they are not identical. Compassion often does, of course, involve an empathic response and an [altruistic](#) behavior. However, compassion is defined as the emotional response when perceiving suffering and involves an authentic desire to help.

- **Q1:** How does this definition of compassion compare to the one presented by Barbara Lazear Ascher in "On Compassion"?

• Now, examine Seppälä's views on whether or not compassion is natural or learned:

Though economists have long argued the contrary, a growing body of evidence suggests that, at our core, both animals and human beings have what Dacher Keltner at the University of California, Berkeley, coins a “compassionate instinct.” In other words, compassion is a natural and automatic response that has ensured our survival. Research by Jean Decety, at the University of Chicago, showed that even rats are driven to empathize with another suffering rat and to go out of their way to help it out of its quandary. Studies with chimpanzees and human infants too young to have learned the rules of politeness, also back up these claims. Michael Tomasello and other scientists at the Max Planck Institute, in Germany, have found that infants and chimpanzees spontaneously engage in helpful behavior and will even overcome obstacles to do so. They apparently do so from intrinsic **motivation** without expectation of reward. A recent study they ran indicated that infants’ pupil diameters (a measure of attention) decrease both when they help and when they see someone else helping, suggesting that they are not simply helping because helping feels rewarding. It appears to be the alleviation of suffering that brings reward — whether or not they engage in the **helping behavior** themselves. Recent research by David Rand at Harvard University shows that adults’ and children’s first impulse is to help others. In fact, when we are taxed, our first impulse is to help others, suggests research by Francesca Righetti of VU University Amsterdam. Research by Dale Miller at Stanford’s Graduate School of Business suggests that this is also the case of adults, however, worrying that others will think they are acting out of self-interest can stop them from this impulse to help.

It is not surprising that compassion is a natural tendency since it is essential for human survival. As has been brought to light by Keltner, the term “survival of the fittest,” often attributed to Charles Darwin, was actually coined by Herbert Spencer and Social Darwinists who wished to justify class and **race** superiority. A lesser known fact is that Darwin’s work is best described with the phrase “survival of the kindest.” Indeed in *The Descent of Man and Selection In Relation to Sex*, Darwin argued for “the greater strength of the social or maternal instincts than that of any other instinct or motive.” In another passage, he comments that “communities, which included the greatest number of the most sympathetic members, would flourish best, and rear the greatest number of offspring.” Compassion may indeed be a naturally evolved and adaptive **trait**. Without it, the survival and flourishing of our species would have been unlikely.

One more sign that suggests that compassion is an adaptively evolved trait is that it makes us more attractive to potential mates. A study examining the trait most highly valued in potential romantic partners suggests that both men and women agree that “kindness” is one of the most highly desirable traits.

- **Q2:** What is this author saying? Summarize Seppälä's argument.
- **Q3:** Would Ascher agree or disagree with Seppälä's stance? Why or why not?
- **Q4:** With which of the different views of compassion do you most agree? Why?

Excerpt from David Zinczenko's "Don't Blame the Eater":

Before 1994, diabetes in children was generally caused by a genetic disorder -- only about 5 percent of childhood cases were obesity-related, or Type 2, diabetes. Today, according to the National Institutes of Health, Type 2 diabetes accounts for at least 30 percent of all new childhood cases of diabetes in this country.

Not surprisingly, money spent to treat diabetes has skyrocketed, too. The Centers for Disease Control and Prevention estimate that diabetes accounted for \$2.6 billion in health care costs in 1969. Today's number is an unbelievable \$100 billion a year.

Shouldn't we know better than to eat two meals a day in fast-food restaurants? That's one argument. But where, exactly, are consumers -- particularly teenagers -- supposed to find alternatives? Drive down any thoroughfare in America, and I guarantee you'll see one of our country's more than 13,000 McDonald's restaurants. Now, drive back up the block and try to find someplace to buy a grapefruit.

- **Q5:** What is Zinczenko's argument(s)?
- **Q6:** Is Zinczenko's excerpt "good"? Why or why not?
- **Q7:** If his argument is true, what does it mean to us? (What are the implications? Who are what is affected?)

Goals

- Comprehend, compare, analyze, evaluate and synthesize cross disciplinary texts
- Identify key components in short answer prompts
- Create effective short answer responses
- Recognize how much is “enough” in a response
- Transfer learning to other courses

Preparatory Daily Plan

Analyze *Hillbilly Elegy* excerpt

- Discuss attribution theory. How do we account for success/failure: effort, task, ability?
- Who are the people of Middletown?
- Describe the economic situation in Middletown.
- What is the value of hard work in the memoir?
- Do people's goals align with their actions? Why or why not?
- What is the author's main argument?
- What should we take away from this reading?
- Short answer prompt: **How does attribution theory explain the situation portrayed in this excerpt?**

Discuss Boyd's "Why America Is Self-Segregating?"

- What is this article saying?
- The author makes several strong statements.
 - Identify them.
 - Does the author prove each one?

Journal Entry: Choose one argument and use the templates in Ch. 4 of *They Say/I Say* to agree, disagree or both with your chosen argument.

- Short answer prompts:
 - **How would Boyd explain what's happening in the *Hillbilly Elegy* excerpt?**
 - **Which argument (Boyd or Vance) is more persuasive? Why?**

More Journal Entry Examples

- Based on “An ER Doctor Speaks at a High School Graduation” by Louis M. Prefeta
 - If you had to pass on information to graduating seniors, what would you say? What message would you relay?
- Based on “Should Everyone Go to College?” by Stephanie Owen and Isabel Sawhill and the *Washington Post* blog response “Maybe college isn’t for everyone. But it’s probably for you”
 - Which side is “better” in the college debate? Who **should** go to college? Use “the template of templates” on page 11 of *They Say / I Say* to defend your choice.
- Based on “The Nature of Love” by Harry Harlow
 - Were Harry Harlow’s experiments on monkeys ethical? Defend your argument.
- Answer the questions below with depth, clarity and a well-supported response:
 - How does Trevor Noah use language to navigate different cultural groups in *Born a Crime*?
 - Do you agree with his belief that, through language, “my color didn’t change but I could change your perception of my color” (56)? Defend your opinion.
- Based on “Spin” from *They Things They Carried* by Tim O’Brien
 - Look closely at paragraph 4, beginning with “I remember Norman Bowker...”. What is the author suggesting here? (Hint: what is he comparing to a game of checkers?)
 - Litcharts.com says that the “old poppa-san” who is the Company’s guide to safety through the Bata Ngan Peninsula mine fields shows through his tears that “the line between enemy and ally is blurred in war”. Do you agree or disagree with this statement? Why?
- How **do** context, purpose and audience-considerations shape a text? Make sure to provide examples.

Assignment 3: Then and Now— Comparing Changing Ideals in America

Background: "Norman Rockwell, the master of Americana, captured the essence of daily life in hundreds of 20th-century magazine covers. Seventy-five years ago this month, he accomplished a greater feat, translating the nation's ideals into indelible images known as the *Four Freedoms*."

By illuminating rights that every American—and every person—should enjoy, Rockwell's *Four Freedoms* validated the U.S. decision to enter World War II and overcome powerful enemies whose actions devalued human life."

From <https://www.smithsonianmag.com/smithsonian-institution/norman-rockwells-four-freedoms-brought-ideals-america-life-180968033/#pG6RThO5A2UQRaoC.99>

SAVE FREEDOM OF WORSHIP

EACH ACCORDING TO THE DICTATES
OF HIS OWN CONSCIENCE



NORMAN ROCKWELL

BUY WAR BONDS

SAVE FREEDOM OF SPEECH



BUY WAR BONDS

OURS...to fight for



FREEDOM FROM WANT

OURS...to fight for



FREEDOM FROM FEAR

Assignment 3 continued

1. Examine the "Four Freedoms".

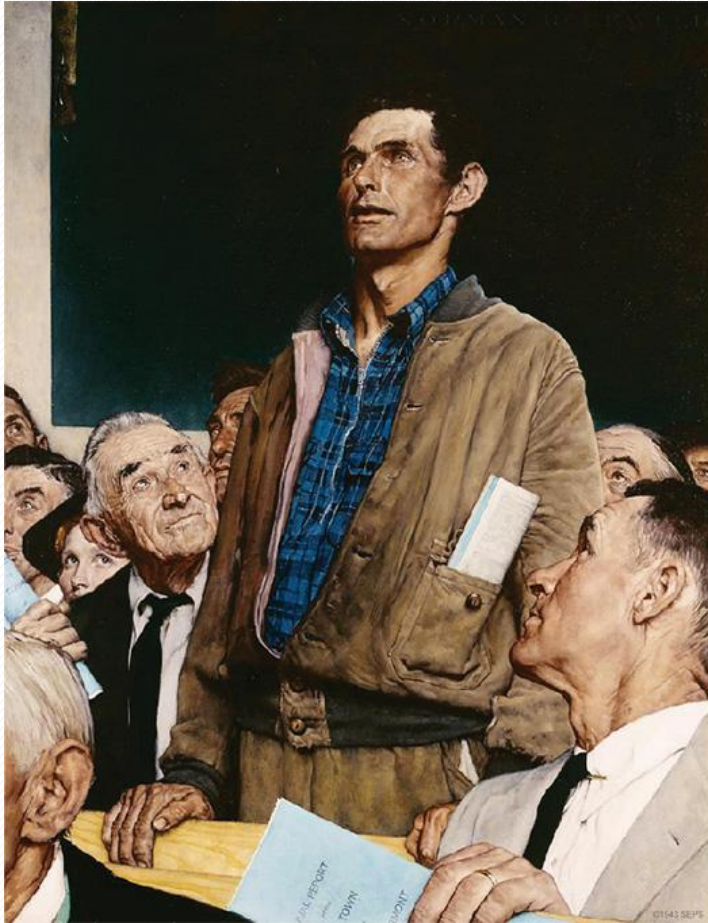
- What ideals does Rockwell present in each picture? (Don't just say "want", "fear", etc. Describe each ideal. What do the images suggest?)
- What do Rockwell's choices reveal about American beliefs and values in 1943?
- Rockwell's purpose with these photos was to persuade America to enter World War II. Why might they be considered persuasive? What did he include in order to influence the audience's beliefs?
- Do you think Rockwell was successful in presenting the ideals he intended to portray? Why or why not? (Did he do a "good" job of capturing the American ideals of 1943?)

2. Now, examine the "Four Freedoms" as *Smithsonian* reimagines them for today's America.

- What ideal(s) does each new image capture?
- How did the photographer attempt to portray that ideal? (How do the images *show* the ideas behind the ideals?)
- How have ideals changed since Rockwell's time?
- What changes did the artists have to make in order to reflect new ideals? Use description from the images to prove your point.
- Do the new images accurately reflect the American beliefs and values of 2018? Why or why not?
- Which images do you prefer? Why?

3. Compare the two sets of images. Write a response that indicates which set of images most accurately represents its intended time period. Consider whether or not American ideals have changed and how you know this from the images. How effective are images as arguments? Which set is more persuasive? Why?

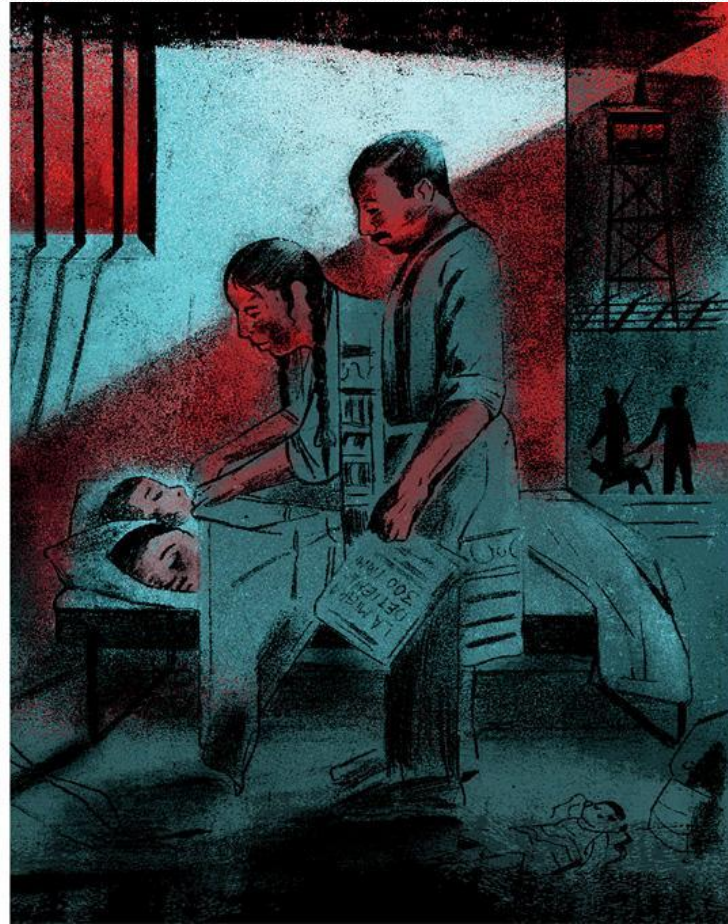
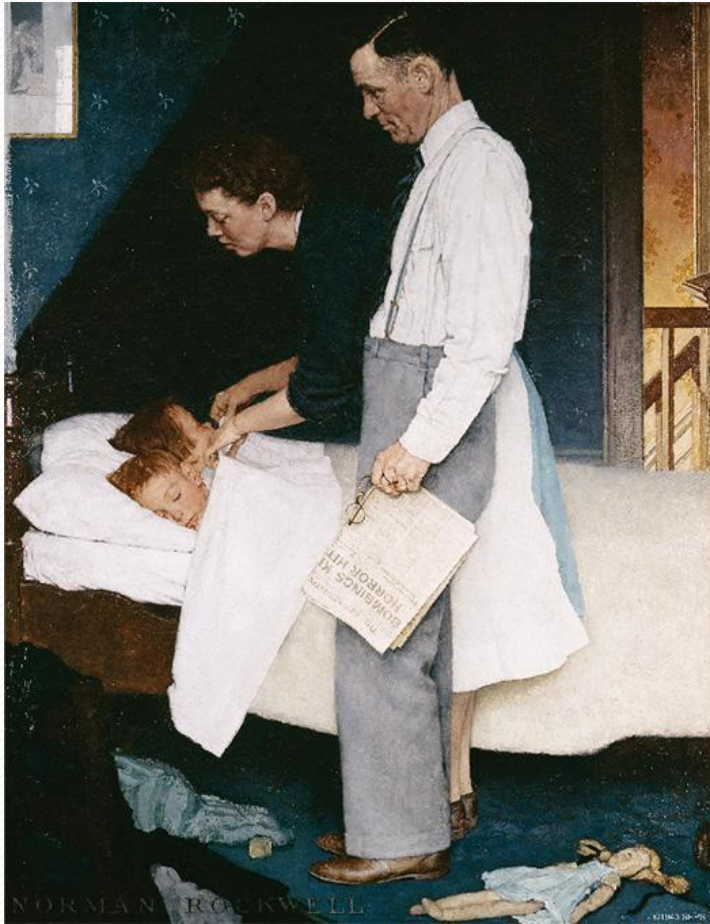
“Freedom of Speech”



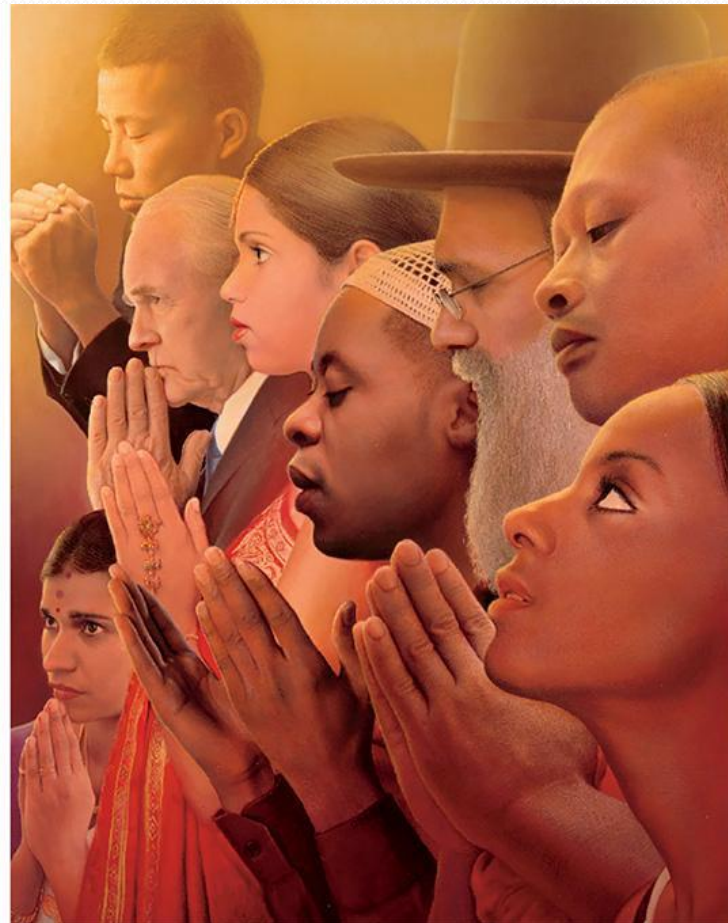
“Freedom from Want”



“Freedom from Fear”



“Freedom of Worship”



Goals

- Deepen analytical connections and responses
- Recognize and use the writing stages to develop better responses
- Promote critical thinking strategies
- Understand direct applications of reader/writer/text/context relationship
- Become more process-aware learners

Assignment 4: "For the Birds"

Psychological Analysis

- Watch the short movie "For the Birds".
- Analyze the message and purpose of the film, noticing how the movie was made and the what impact these decisions have on the film's outcome.
- Read the chapter in *Nonverbal Communication: Science and Applications (2012)*, Edited by Matsumoto, Frank, & Sung Hwang on "Body and Gestures".
- Apply the findings of this chapter to the film. Describe what is happening in this film AND how you recognize the message without the use of words
- Discuss how psychological constructs of nonverbal communication affect the film's message and purpose.

Goals

- Comprehend and utilize textbook information
- Recognize how psychological terms may resemble other genres but might be assessed differently
- Apply discipline-specific terms to other contexts
- Connect learning to other disciplines
- Develop high-level analysis in a “low-stakes” (Elbow, 1997) environment

How do I incorporate...?

- Grammar
 - “Top 20” (<https://undergrad.stanford.edu/tutoring-support/humecenter/resources/student-resources/grammar-resources-writers/top-twenty-errors-undergraduate-writing>)
 - Student drafts skill-based revision
- Vocabulary
 - Within context
- Guiding Principles
 - Natural
 - Authentic

The learning must make sense inherently. Avoid worksheets.

DEV 300W “Lab” Topics + Lab

- Syllabi from other courses; break down [An ER Doctor Speaks at a High School Graduation](#) using various annotation strategies; writing response—what would you pass on from high school? Pre-read ["Have Smartphones Destroyed a Generation?"](#)
- Time management discussion
- Finding implied messages in literature (Examine ["All Summer in a Day"](#) by Ray Bradbury and ["No Name Woman"](#) by Maxine Hong Kingston)
- Supported reading of Assignment 1 text
- Guide students through structure of ["On Compassion" by Barbara Lazear Ascher](#)
- Comparing messages, structure and strategy in texts by the same author; [2nd excerpt from Hillbilly Elegy](#)
- Historical primary source analysis ([Edmund Burke's "Speech to Parliament on Reconciliation with the American Colonies", 1775](#))
- Dissecting research-based arguments (["The Extraordinary Science of Addictive Junk Food"](#))
- Revision using the *They Say/I Say* templates (Ch. 9)
- Finding inferences in challenging texts
- Defining both sides of the issue—a debate on animal research ethics based on ["The Nature of Love" by Harry Harlow](#)
- Testing tips and strategies

Course Differences

- “Lab” or workshop day
- Greater scaffolding of texts and assignments
- More time spent on in-class activities

Cross-disciplinary example



Background Information

“*The City I* and *The City II* can also be understood as contemporary history paintings. Instead of responding to or commemorating a specific event, Valdez examines American history through a wider lens, looking at the ways that the past continues to inform the present. In doing so, he enters into dialogue—direct and indirect—with centuries of artists, writers, and musicians who have dealt with questions of identity, fear of the ‘other,’ and the threat of violence.”

–The Blanton Museum “About the Art”
(<http://blantonmuseum.org/chapter/about-the-art/>)

- Use Mr. Bailey’s AP History notes for Ch. 6, “The Revolution Within”, of *Give Me Liberty!: Volume 1* by Eric Foner (cbailey@quaboagrdsd.org)
 - “Correspondence of John and Abigail Adams” (1776)
 - Noah Webster’s “On Equality” (1787)
- Read and apply “Gentrification” from *Blasphemy* by Sherman Alexie



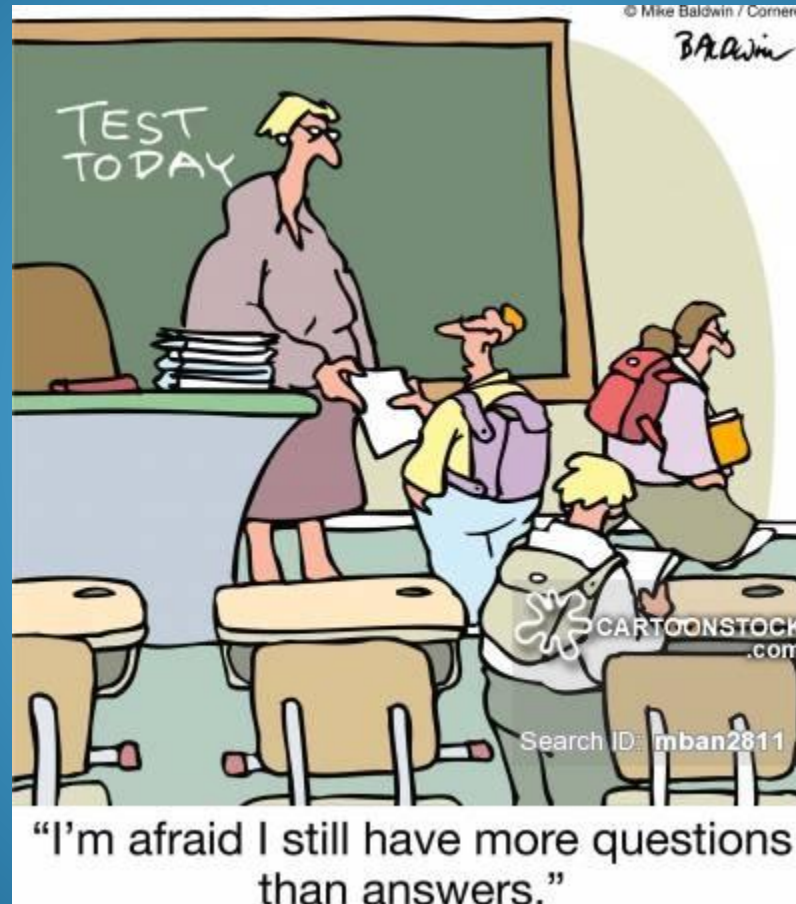
See handouts



Prepares students for...

- Revolutions create change, challenge authority, and embolden marginalized groups to apply revolutionary ideals to their own situation. How did slaves, indentured servants, women, and Native Americans use the ideals of freedom to further their causes?
- “Slavery” and “liberty” were the two most frequently used terms in the debate over freedom. How did they apply to the political rights of white property owners, but then mean something entirely different when referring to African-Americans held as property?

Questions?



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