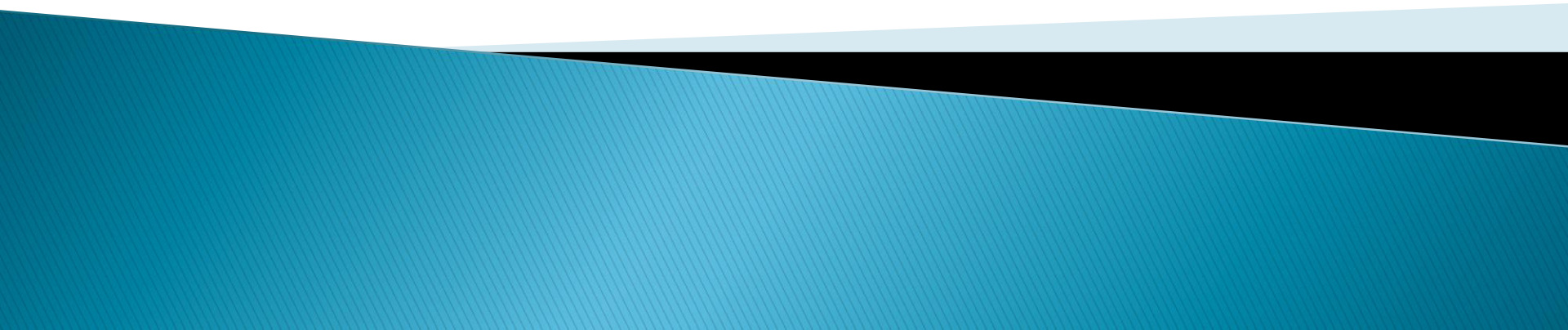
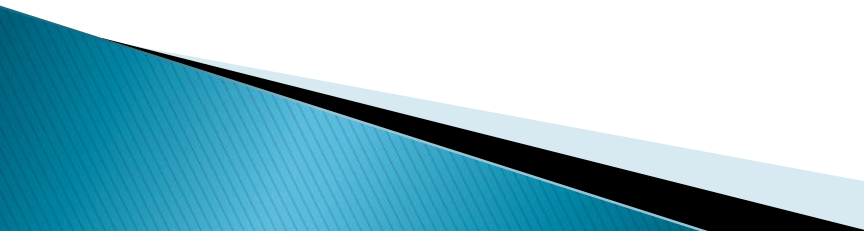


Contextualization in the Composition Classroom



What is Contextualization?

- ▶ **Definitions:**
 - ▶ US Dept. of Vocational and Adult Education: “conception of teaching and learning that helps teachers relate subject matter content to real world situations.” (2001)
- 


California Career Ladders Project

- ▶ Mazzeo (2008), “diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic content by focusing teaching and learning squarely on concrete applications in a specific content that is of interest to the students.”

Military

1980's

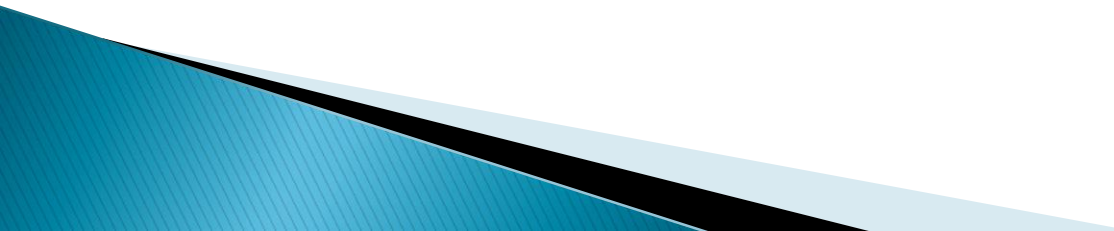
Literacy Task Analysis:

- Profiles the specific reading, writing, computational and communication competencies needed for different occupations.
 - The competencies are then the basis for the contextualized curriculum, with literacy skills taught in the context of the job application.
- 

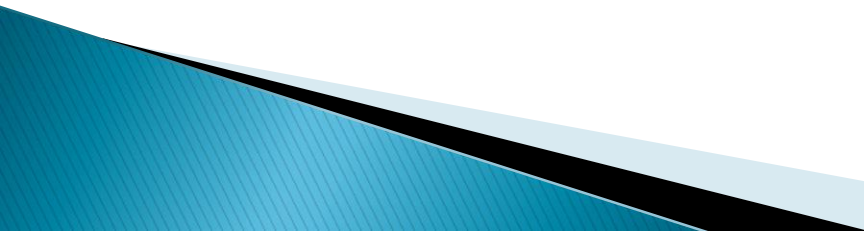
US Dept. of Labor – 1990

- ▶ The Secretary's Commission on Achieving Necessary Skills (SCANS)
- ▶ Goal: to identify skills that young people need to succeed in the workforce.
- ▶ Carl Perkins Vocational and Applied Technology Act – creating intentional connections between students' academic preparation and workforce readiness. Legislation required that community colleges integrate academic and vocational education. Reauthorized in 1998 and 2008.

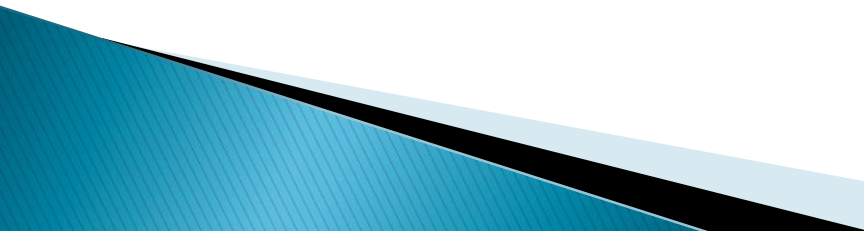
Community College Research Center

- ▶ Davis Jenkins and Sung–Woo Cho, 2012
 - ▶ **“Get With the Program: Accelerating Community College Students’ Entry into and Completion of Programs of Study”**
 - ▶ “The analysis shows that students who do not enter a program within a year of enrollment are far less likely to ever enter a program and therefore less likely to earn a credential. “
- 

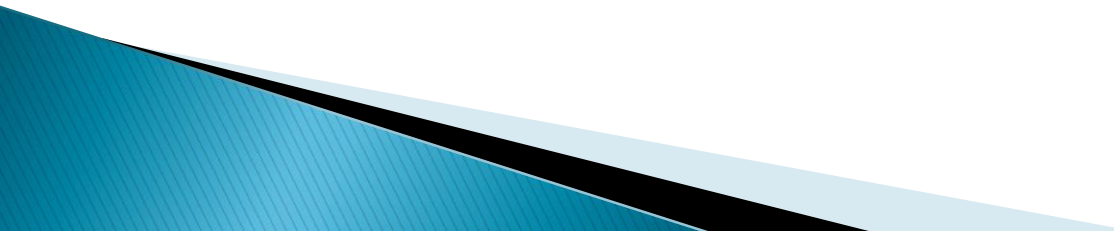
Capture Students' Motivation

- ▶ Why do I need to know this?
 - ▶ When am I going to use this?
 - ▶ Will this be on the test?
- 

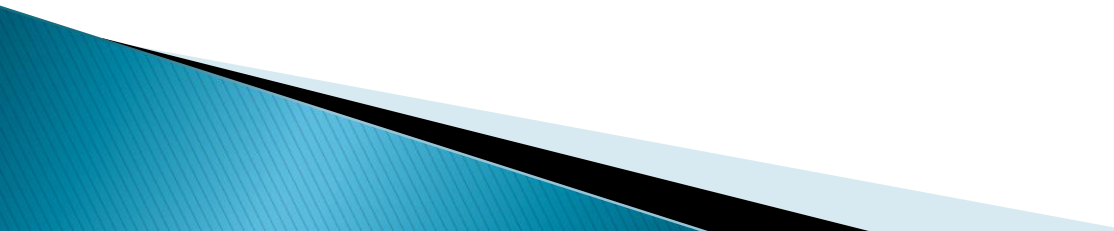
Johnson, E.B. 2002. *Contextual teaching and learning; what it is and why it is here to stay.*

- ▶ “When ideas are experienced, they have meaning.”
 - ▶ “...connect schoolwork with the real world”
 - ▶ “...in context implies the interrelatedness of all things”
- 


Best of All Possible Worlds Scenario

- ▶ Every student comes to college with a sense of purpose, knowing what he or she wants to accomplish and what it takes to achieve goals.
 - ▶ And, the college has enough excellent career development counselors and courses that all students can take to explore career possibilities.
- 

The Reality

- ▶ Career counselors and courses are not as accessible as they should be.
 - ▶ Students may pick future careers for the wrong reasons.
 - ▶ Students' lack of purpose and/or the often weak connection of college classes with career goals leads them to disengage.
- 

Why Us?

- ▶ We can teach composition skills in any context, so why not us?
 - ▶ We teach the only class that every student has to take, so of course it is up to us.
 - ▶ We are often among the first real connections a student has at the college, so we have the opportunity to help them dig deeper into the relationship between course of study and career choice.
 - ▶ Writing is exploratory and encourages reflection.
- 

What Could this Approach Look Like?

- ▶ Kathy Pittman – Writing/Fire Science and EMT Technology (Hocking)
 - ▶ Lisa Mahle–Grisez – Writing as Service Learning (Sinclair)
 - ▶ Ashlee Brand – Writing/ Science and Health Careers (Cuyahoga)
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