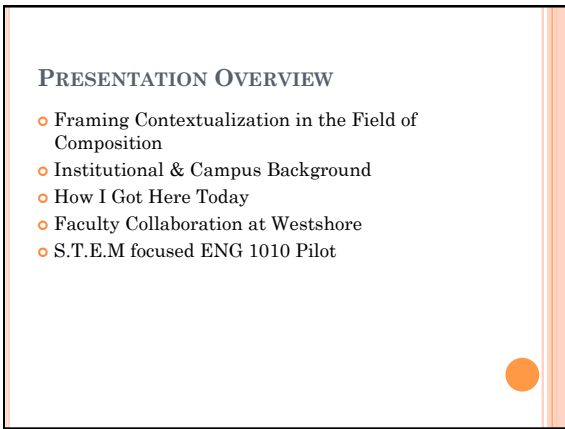


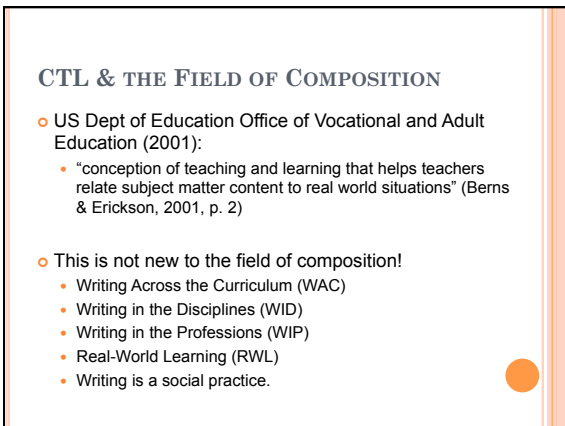
**TRI-C WESTSHORE: DESIGNING
CONTEXTUALIZED LEARNING
EXPERIENCES**

Ashlee Brand
Associate Professor, English
Cuyahoga Community College



PRESENTATION OVERVIEW


- Framing Contextualization in the Field of Composition
- Institutional & Campus Background
- How I Got Here Today
- Faculty Collaboration at Westshore
- S.T.E.M focused ENG 1010 Pilot



CTL & THE FIELD OF COMPOSITION

- US Dept of Education Office of Vocational and Adult Education (2001):
 - "conception of teaching and learning that helps teachers relate subject matter content to real world situations" (Berns & Erickson, 2001, p. 2)
- This is not new to the field of composition!
 - Writing Across the Curriculum (WAC)
 - Writing in the Disciplines (WID)
 - Writing in the Professions (WIP)
 - Real-World Learning (RWL)
 - Writing is a social practice.

CUYAHOGA COMMUNITY COLLEGE



- 52,000 credit & non-credit students
- 4 campuses: Eastern, Metropolitan, Western, Westshore
- 15 total locations for class offerings
- Average student age: 29
- 65% of students are seeking a degree or intend to transfer
- 30% focusing in areas related to health careers
- 67% enrolled in technical training programs

WESTSHORE CAMPUS



- Opened Spring 2011
- Approximately 3,000 students & growing!
- Fall 2013: 15 FT Faculty
- Emphasis in S.T.E.M fields
- Associate of Science / Associate of Applied Science
- Certificate programs:
 - Medical Assisting
 - Emergency Medical Technology
 - Polysomnography
 - State Tested Nursing Assistant

WHY ME?

- Learning Communities
 - Former Learning Community Program Coordinator
 - Trained at Evergreen Summer Institute
 - Designed and taught LCs
 - ENG & HIST
 - ENG & Human Biology
 - ENG & Anatomy
 - ENG & American Studies
- Writing Across the Curriculum
- Former Tri-C Honors Program Coordinator
- Undergraduate Research Guide team member
- **Westshore: A small campus = intense faculty collaboration**

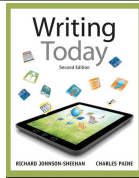
WESTSHORE CAMPUS FIRST YEAR HERE

- o A.A. Liberal Arts (Business emphasis) pathway
- o A.S. Degree Plan Pathway
 - o Faculty met to map out curriculum and schedule offerings over 2-year cycle
 - o Block scheduled first year of courses in A.S. Degree
- o "We're Gaining S.T.E.aM" Faculty Group Formed
- o Contextualized ENG 1010 and ENG 1020
- o Year of the Brain
 - o Faculty designed & led series focused on the "brain" across courses, campus and programs



ENG 1010, FALL 2013

- o Blended 14-week course
 - o 2 hours in class / 1 day per week
- o Genre-based assignment sequence
 - o S.T.E.M Literacy Narrative
 - o Academic Summary & Response
 - o Discourse Community Report
 - o Persuasive Text
 - o Research Proposal



ENG 1020, SPRING 2013

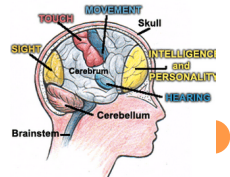
****Still Under Construction****

- o Course designed with a focus on research design & methodology
 - o Course readings initially about conducting research, designing studies, methodological considerations
- o Who's in charge here: a different kind of "flipped classroom"
 - o Student developed research question / hypothesis
 - o Develop research methodology based on field investigation
 - o Collaboration with BIO, CHEM, ENG and other faculty to design a feasible, semester-long research study
- o Obtain IRB approval
- o Conduct study & analyze results
- o Compose report modeled after field style and rhetorical situation



“YEAR OF THE BRAIN”

- o Faculty designed year-long program focused on “the brain”
- o Integrated into classes and offered during lunches and evenings
- o Design course assignments around campus-based conversation & activities



BIBLIOGRAPHY

- o Berns, R. G., & Erickson, P. M. (2001). Contextual teaching and learning: Preparing students for the new economy. *The Highlight Zone: Research @ Work*, 5, 2-9.
- o Cuyahoga Community College: At A Glance. Available at: <http://tri-c.edu/about/Pages/default.aspx>
- o The WAC Clearinghouse. Available online at: <http://wac.colostate.edu/intro/>
