

The Accelerated Learning Program
The Community College of Baltimore County



Agenda for the Day

- 10:00-noon two pedagogic principles
- backward curriculum design
 - active learning
- noon-1:00 lunch & Success Navigator
- 1:00-2:00 non-cognitive issues
- 2:00-3:00 sentence level error
- 3:00-4:00 syllabus design
- 4:00-4:30 piloting & scaling up



Addressing Non-Cognitive Issues

Encouraging Productive Persistence

Introducing Students to College Culture

Helping Students Feel They Belong in College

Helping Students Cope with Life Issues

Encouraging Productive Persistence

1. Students believe they can succeed.

Encouraging Productive Persistence

Have students watch Carol Dweck's presentation on fixed and growth mindsets:

<https://www.youtube.com/watch?v=ICILzbB1Obg>

Have students, working in groups write a one-paragraph summary of Dweck's main point.

Encouraging Productive Persistence

1. Students believe they can succeed.

2. Students make sufficient effort.

Encouraging Productive Persistence

Discuss the “Marshmallow Experiment” with students:

<http://www.youtube.com/watch?v=Yo4WF3cSd9Q>

Encouraging Productive Persistence

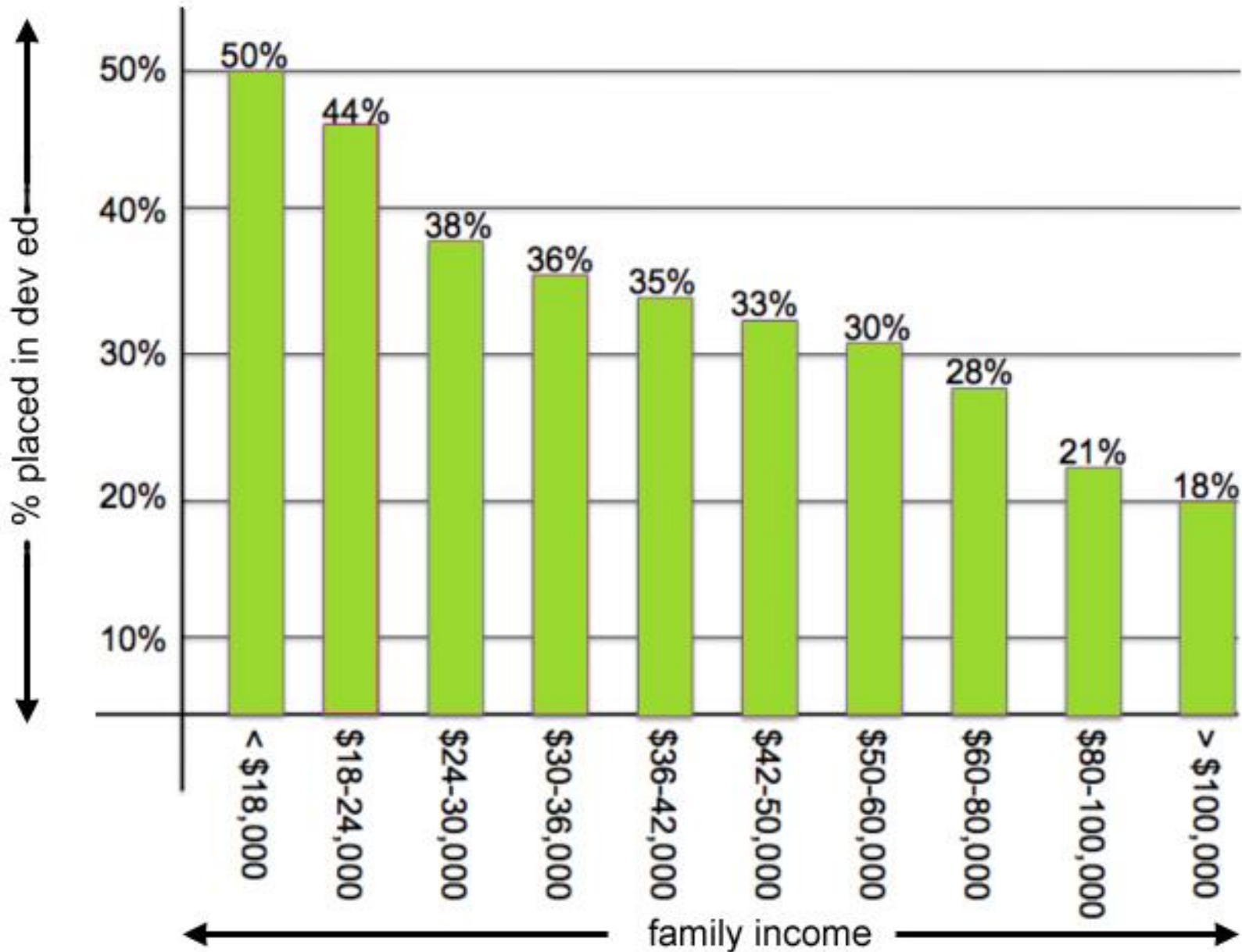
Some faculty use an incentive system to encourage student effort.

Encouraging Productive Persistence

Short Writing Assignment

In a short essay, a page or less, explain why it is that at this point in your life you are in a developmental writing class.

- I rushed through the test.
- I had a hard time paying attention.
- I didn't work very hard in high school
- I didn't like all the reading
- I didn't know some words
- I had somewhere to go.
- I was tired.
- I was bored.
- I took all three tests in a half hour.
- I've been out of school a long time
- I didn't take high school seriously
- I'm a horrible writer.



Adapted from Eric Bettinger and Bridget Long, "Remedial and Developmental Courses" in Dicker-Conlin and Rubenstein, *Economic Inequality and Higher Education*.

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- My high school was terrible
- I was sick a lot during high school
- My parents are not educated
- I lived in six foster homes when I was growing up
- classes in my high school had more than 50 students
- My parents and friends used terrible grammar
- We were homeless and it was hard to study
- My mother never wanted me to go to college
- I was never asked to write in high school

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Encouraging Productive Persistence

1. Students believe they can succeed.
2. Students make sufficient effort.
3. Students avoid non-productive effort.

Encouraging Productive Persistence

Group Work on Process

Form students into groups of four or so. Ask each group to discuss the process they used for something you have asked them to do—write draft of an essay, research a topic, arrive at a thesis statement.

Have groups report out on one example of a process that was productive and one that was not.

Encouraging Productive Persistence

1. Students believe they can succeed.
2. Students make sufficient effort.
3. Students avoid non-productive effort.
4. Students learn to learn from setbacks.

Encouraging Productive Persistence

Mindsets & Setbacks

Form students into groups of four or so. Ask each group to think about how a fixed or growth mindset (see Dweck pages 1 to 9) might affect the way we respond to setbacks.

After about twenty minutes, have the groups report out.

Encouraging Productive Persistence

1. Students believe they can succeed.
2. Students make sufficient effort.
3. Students avoid non-productive effort.
4. Students learn to learn from setbacks.
5. Students have short- and long-term goals.

Encouraging Productive Persistence

Goal Setting Workshops

First ask students, working individually, to write a paragraph describing where they would like to be in five years.

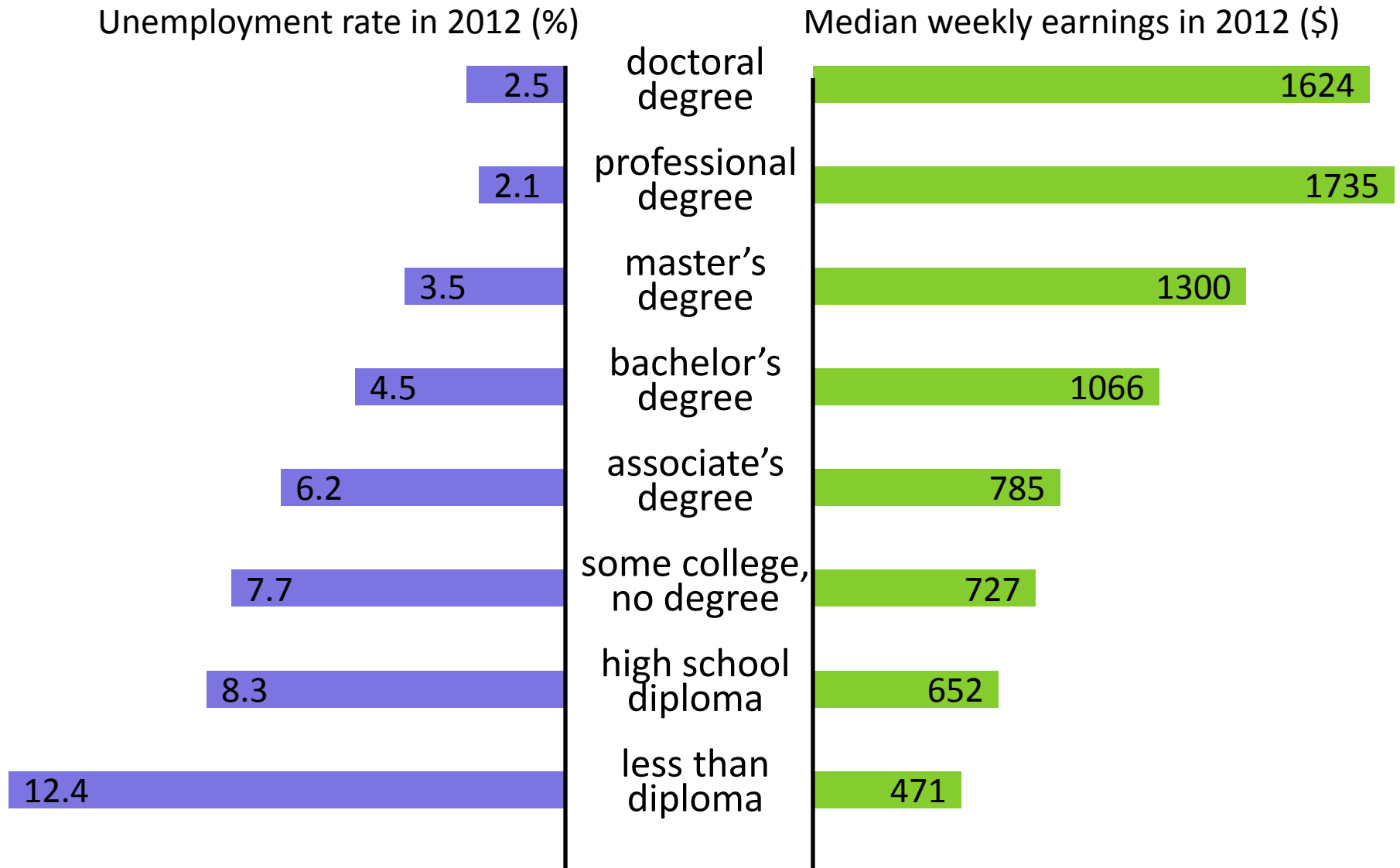
Then ask them to list three things they need to accomplish this year in order to reach where they would like to be in five years.

Then form them into groups of about four and ask them to discuss each other's lists of goals for the year.

Encouraging Productive Persistence

1. Students believe they can succeed.
2. Students make sufficient effort.
3. Students avoid non-productive effort.
4. Students learn to learn from setbacks.
5. Students have short- and long-term goals.
6. Students believe that what they are learning has value.

Earnings and Unemployment Rates by Educational Attainment



Source: US Bureau of Labor Statistics 2013, Current Population Survey

Group Activity

Ask students, working in groups of four, to brainstorm a list of benefits of a college education that are not related to jobs or income. Compare the lists from the groups.

Students persist productively

Results of Group Activity:

- help my kids with their homework
- avoid feeling dumb around my husband's parents
- win money on Jeopardy
- understand what I read in the paper
- avoid grammar mistakes
- be able to vote intelligently in elections
- be able to win arguments with my co-workers
- enjoy reading book

Students master college behavior

7. Students attend class, complete assigned readings, and turn in written assignments on time.

Students master college behavior

Many of the ALP faculty are now using a point system to encourage successful college behavior.

Students master college behavior

Ask students to read pages 21-42 from Rebecca Cox's *The College Fear Factor*. Working in groups, ask them to write three paragraphs:

1. Summarizing Cox's points that they most agreed with.
2. Summarizing Cox's points that they don't agree with.
3. Describing several times when they have experienced fear similar to that Cox describes.

Students master college behavior

7. Students attend class, complete assigned readings, and turn in written assignments on time.

8. Students join the conversation.

Students master college behavior

Faculty make frequent use of active learning.

Students master college behavior

Faculty make use of online resources such as chat rooms, discussion boards, and blogs.

Students master college behavior

Faculty give out two talking tokens to each student.

Students master college behavior

7. Students attend class, complete assigned readings, and turn in written assignments on time.
8. Students join the conversation.
9. Students seek help when appropriate.

Students master college behavior

Students who need help are the least likely to seek it.

Sometimes faculty can contrive an opportunity for a conversation.

Students master college behavior

Faculty development for ALP faculty should include familiarizing everyone with campus resources.

A roster of campus resources is a great idea.

topic	Catonsville	Dundalk	Essex
academic advice	Sigmon, Bill; Marlene Radich	Caesar, Sonya	Adams, Joy
balancing work and school	Williams, Mark	Caesar, Sonya	
behavior/attitude	Williams, Mark; Messier, Larry; Pemberton, Jennifer	Caesar, Sonya	Smith, Ileana; Brothers, Linda
career advice	Williams, Mark; Pemberton, Jennifer	Caesar, Sonya	Brothers, Linda; Shualy, Nancy
family problems	Messier, Larry; Pemberton, Jennifer	Caesar, Sonya	
financial aid	Lovick, Jerome; Gay, Mark	Gay, Mark	Amos, Barry
financial problems	Aaronson, Larry; Gandy, Kathleen	Caesar, Sonya	Amos, Barry
health/medical issues		Caesar, Sonya	
legal problems	Grimes, Meisha	Caesar, Sonya	Washington, Eric
stress management	Pemberton, Jennifer	Caesar, Sonya	
study skills	Williams, Mark; Messier, Larry; Epps, Zabrina	Griner, Heather; Caesar, Sonya	Topolski, Courtney;
test taking	Williams, Mark; Messier, Larry	Griner, Heather; Caesar, Sonya	Topolski, Courtney;
time management	Williams, Mark; Messier, Larry; Radich, Marlene; Pemberton, Jennifer	Griner, Heather; Caesar, Sonya	Hervey, Martha;
transportation problems		Caesar, Sonya	
Veterans Affairs	Murray, Frank (VA Certifying Official); Wolfman-Charles, Jade (VA Psychologist); Messier, Larry (Psychol.)	Duggan, Tracey (VACO); Wolfman-Charles, Jade	Cymek, Jackie (VACO); Wolfman-Charles, Jade; Shualy, Nancy; Smith, Ileana
Developmental education policies (repeats/Academic Coaches)	Adams, Joy	Caesar, Sonya	Baird, Nicole

Students master college behavior

7. Students attend class, complete assigned readings, and turn in written assignments on time.
8. Students join the conversation.
9. Students seek help when appropriate.
10. Students become comfortable with the college culture.

Students master college behavior

- syllabus
- withdrawal
- bursar
- office hours
- registration
- transfer
- major
- program
- school
- department
- dean
- appeal
- GPA
- plagiarism
- FAFSA
- incomplete
- books on reserve
- probation
- pre-requisite
- certificate
- AA degree
- tutoring
- writing center
- essay
- paper
- WebCT

Students master college behavior

argue

describe

list

classify

design

paraphrase

compare

develop

recall

construct

discuss

repeat

contrast

distinguish

schedule

create

evaluate

solve

criticize

explain

state

define

identify

support

defend

interpret

write

demonstrate

Students feel they belong in college

11. Students identify as college students.

Students feel they belong in college

The structure of ALP contributes greatly to this goal.

1. Students are in a college course.
2. Backward curriculum design helps avoid a classroom experience the replicates sixth grade.
3. The physical set-up of the room can help.

Students feel they belong in college

11. Students identify as college students.

12. Students develop bonds with others at the college.

Students feel they belong in college

Faculty design the class to encourage students to get to know each other.

1. The small class size promotes this.
2. Students can be asked to interview each other.
3. Encouraging students to form “study groups” that meet regularly has been an approach of many faculty.

Students feel they belong in college

11. Students identify as college students.

12. Students develop bonds with others at the college.

13. Students experience the satisfaction of successful intellectual activities.

Students feel they belong in college

Faculty develop ways to celebrate student writing.

1. Successful participation in challenging group activities can be very satisfying to students.
2. Some faculty organize a celebration at the end of the semester built around student portfolios.
3. Others hold TED events at which students present their own TED Talks.

Students successfully cope with life problems

14. Students avoid being derailed by life issues

Faculty strive to create a classroom atmosphere in which students feel comfortable talking about problems they are experiencing.

Sometimes these discussions with the entire class are what a student feels most comfortable with;

Sometimes a one-on-one discussion with a student is the preferable format for discussing these issues.

Students successfully cope with life problems

14. Students avoid being derailed by life issues

Rapid interventions will sometimes be necessary to prevent students from giving up.

Students successfully cope with life problems

You Make the Call

Students successfully cope with life problems

Plan B

Mini-Research Paper on Personal Finances

Choose one of the following topics. Search the web for information about one of the following topics. After you've gathered some information, think about the topic until you arrive at a point you could argue to your classmates about the topic. Write a one-pager in which you attempt to convince your classmates to agree with you.

Possible topics:

- the new Pell Grant rules
- the pros and cons of taking out a student loan
- the pros and cons of taking out a payday loan
- the pros and cons of getting a credit card
- is making a budget worth the time it takes?
- any other topic dealing with personal finance

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Getting in Touch with Grammar 1

A German red small car was parked in front of my house.

Getting in Touch with Grammar 1

Peter, do you have any change?

In a standard handbook, to be able to avoid sentence fragments, here's what a student is advised to do.

Before handing in a composition, proofread each word group written as a sentence. Test each one for completeness. First, be sure it has at least one subject and one verb. Next, be sure that the word group is not a dependent clause beginning with a subordinating conjunction or a relative pronoun.

Grammar Exercise Scores

ENG 102 Honors

25

45

63

68

69

72

73

79

98

Grammar Exercise Scores

0	10
2	10
2	12
3	17
4	17
5	28
8	30
	39
	47
	56

Grammar Exercise Scores

0	3	10	16	22	37
0	3	10	16	24	39
0	4	10	16	24	40
0	4	10	16	25	41
0	4	11	17	25	41
0	4	11	17	26	47
0	5	12	17	26	47
0	5	12	17	26	47
0	6	12	17	27	52
0	6	12	17	27	53
1	6	14	19	27	54
1	7	14	19	28	56
1	7	14	19	28	
2	7	14	20	28	
2	7	14	21	29	
2	7	14	21	29	
2	7	14	21	29	
2	8	15	22	29	
2	8	15	22	30	
2	9	16	22	33	
2	9		22	35	
	9				

1. One of the children had fallen and scraped her knee.
2. Running about three miles a day is enough to stay in good shape.
3. Opening his eyes, Sean realized he was not at home.
4. Jason and Daniel turned off their cell phones and began to work on their computers.
5. The top of my dining room table was covered with magazines when I arrived home.
6. There was a crack in Tom's windshield.
7. Jumping off of his bicycle, Mike ran up to the ticket office.
8. To open that package will require a sharp knife.
9. The front of Angela's house is painted white, but the rest is painted green.
10. A few of these bananas are too ripe, but most of them are perfect.

11. The window in our classroom was wide open, when we arrived.
12. To see the game from our seats, we needed binoculars.
13. Many of April's friends are in the Nursing Program.
14. In my psychology class, we are learning about the unconscious.
15. If Jennifer passes this exercise, she will be in good shape in this course.
16. When I received my refund, it was much larger than I expected.
17. To leave my ipod in the cafeteria was really stupid.
18. Holding the injured bird, Julie tried to call her vet.
19. Gabe and Robin have signed up for tutoring in the Writing Center, so they should do well on the next paper.
20. If Michael had scored two points higher, he would have been excused from class on Monday.

Helping Students Reduce the Frequency and Severity of Error in Their Writing

The goal of whatever we do under the vague umbrella of “teaching grammar” is not turning our students into grammarians, but into more effective editors of their own writing.

Helping Students Reduce the Frequency and Severity of Error in Their Writing

This means less terminology/fewer concepts.

How much terminology do students need to master?

- Eight parts of speech?
- Eight kinds of pronouns?
 - personal
 - demonstrative
 - relative
 - possessive
 - indefinite
 - reflexive
 - interrogative
 - reciprocal

Our traditional definitions of concepts are COIK.

A sentence is a group of words that includes at least one subject and verb and that expresses a complete thought.

- She found it in the back seat of her car.
- The woman wearing a red sweater.
- So did Tim.
- Peanut butter.

Our traditional definitions of concepts are COIK.

Rei Noguchi's definition.

An independent clause is a group of words that “make sense” when placed on the blank line below:

They refused to believe the idea that _____.

Our traditional definitions of concepts are COIK.

A verb is a word expressing an action or a state of being.

- I decided to drop a class.
- Susan realized Peter had forgotten his handouts.
- We have to finish by four o'clock.

Classroom Ideas

Inductive Learning

Classroom Ideas

buster/assembler

Classroom Ideas

minimal marking

Classroom Ideas

group editing

Combine the following short sentences into one longer sentence. The new sentence should contain all the information contained in the shorter sentences below.

Set 1

My grandfather was a truly generous man.

My grandfather donated all his money to charitable causes.

My grandfather left our family without a lot of money.

Sentence Combining

My grandfather, a truly generous man, donated all his money to charitable causes, leaving our family without a lot of money.

My grandfather left our family without a lot of money because, as a truly generous man, he I donated all his money to charitable causes.

Sentence Combining

My grandfather, a truly generous man, donated all his money to charitable causes, leaving our family without a lot of money.

My grandfather, a truly generous man, gave away all his money, leaving our family without a lot of money.

My grandfather, a truly generous man, gave away all his money, leaving our family impoverished.

The Socio-Economic Implications

“I’m sorry I don’t have my paper finished Professor Adams, but my typewriter went up.”

The Socio-Economic Implications

Imagine that you have met a student named Sung Woo, who just arrived in the US from China. Sung heard some students in the cafeteria using the phrases “good English” and “bad English” and asks you to explain these terms to him.

Your group is to write a paragraph or two in which you help Sung understand these two phrases.

The Socio-Economic Implications

When you leave the laundry room, please close the lights.

Sign next to the light switch in the laundry room of my apartment in 1992.

The Socio-Economic Implications

Does our insistence that students write in Standard Written English make it harder for some groups of students to succeed in college writing courses?

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Credit-Level Comp

Developmental ALP

week 1 day 1	ice breaker: introductions discussion: intro to course discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class	
week 1 day 2	group activity: discussing theses from SW1	
week 2 day 1	group activity: discussion of all the theses from SW1	
week 2 day 2		

Short Writing 1

Assignment: Write a one-page essay in which you tell me one interesting thing about the kind of person you are.

Some Theses from Paper 1

1. One thing that best describes me is that I am a very outgoing person.
2. I am a thoughtful to my grandmother.
3. I would like to consider myself a somewhat outgoing person.
4. I have always been a determined person.
5. I like to meet new people and make new friends.
6. I'm very outgoing.
7. I am very ambitious because I am afraid of failing.
8. I want to do well in school.
9. My desire to help other people is really selfish at heart.
10. There are many characteristics that I have. However the one that I think sticks out the most would have to be that I am giving.
11. I am a very outgoing person because I am afraid to be alone.
12. The type of person that I happen to be is a good person.
13. One trait about me that sticks out and can easily be connected to me, is how creative I am.
14. I am a very adventurous person,
15. The majority of people I asked said I am caring.
16. I am a generous person, but I am not a fool.
17. I am something of a chameleon.
18. I feel an important thing to know about myself is that I am ambitious.
19. I have been described as many things, adventurous being one of them.
20. I am a very generous person.

Some Theses from Paper 1

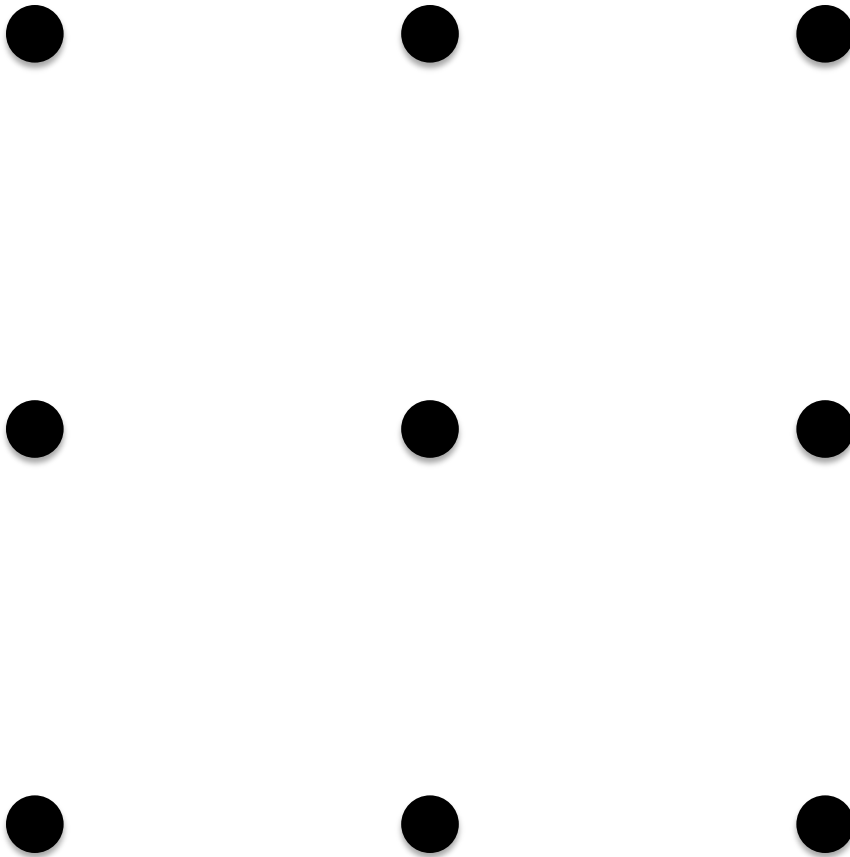
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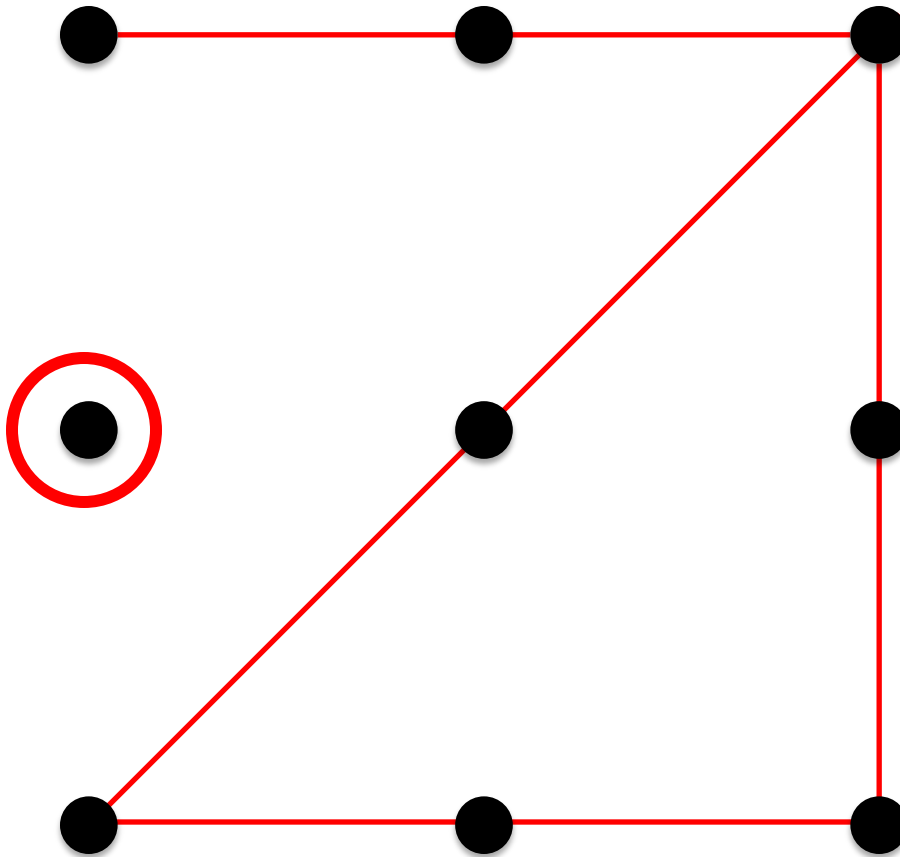
To solve this puzzle you must connect all nine dots while following these rules:

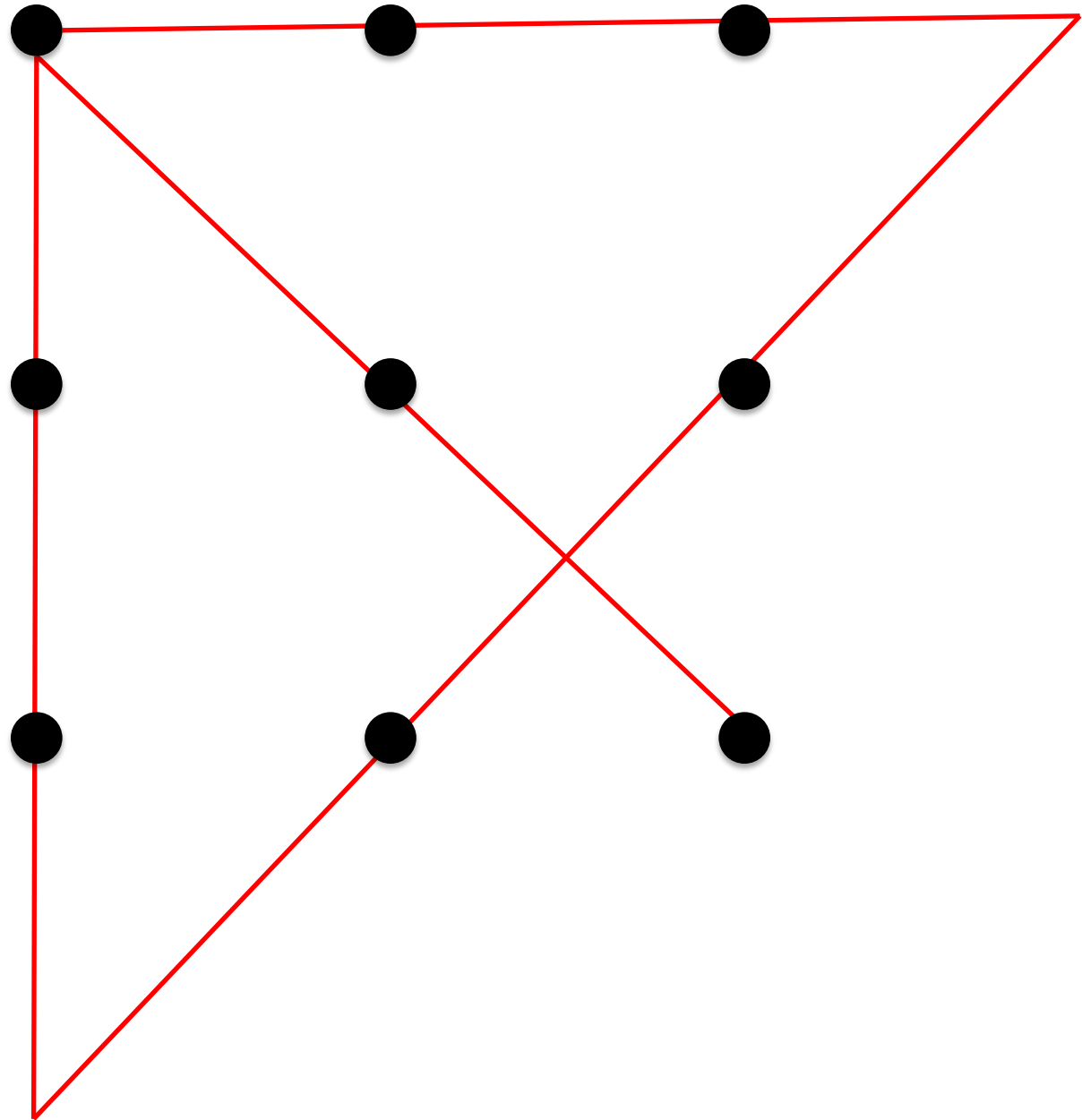
1. You may use up to four lines.
2. All lines must be straight.
3. You cannot lift your pen or pencil from the paper.
4. You cannot re-trace a line.



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Credit-Level Comp

Developmental ALP

week 1
day 1

ice breaker: appointments
discussion: intro to course
discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class

week 1
day 2

group activity: discussing theses from SW1

week 2
day 1

group activity: discussion of all the theses from SW1

week 2
day 2

group activity: who should get reserved parking places. An exercise that encourages deeper thinking.

Assignment: Write a short paper, about a page, in which you propose who should get reserved parking spaces at the college. Be sure to provide evidence to support your assertions. The audience of this assignment is other students in this class.

Thesis: The disabled, the faculty, and the college President should get reserved parking.

the disabled to make life a little easier for them

the faculty because without them there would be no classes

the President as a recognition of her accomplishments

So reserved parking should go to the disabled, faculty, and the President

disabled

faculty

president

wheelchair
bound

stroke victims

people with
cystic fibrosis

overweight

~~hearing
impaired~~

~~dyslexic~~

pregnant

elderly

mobility impaired

disabled

wheelchair
bound

stroke victims

people with
cystic fibrosis

obese

mobility impaired

pregnant

elderly

disabled

wheelchair
bound

stroke victims

people with
cystic fibrosis

obese

pregnant

elderly



mobility impaired

disabled

wheelchair
bound

stroke victims

people with
cystic fibrosis

obese

pregnant

elderly



mobility impaired

Who should get reserved parking?

- people with disabilities
- faculty
- the president

Who should get reserved parking?

- faculty and staff who teach at more than one campus
- people who drive hybrid cars
- the United Way lottery winner
- plant operations vehicles
- staff
- faculty
- the president
- people with disabilities
- honors students
- students with a 3.5 GPA
- the state champion volleyball team
- visitors to campus

Who should get reserved parking?

- people who drive hybrid cars
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- the president
- honors students
- students with a 3.5 GPA
- the state champion volleyball team
- visitors to campus

Who should get reserved parking?

- the president
- honors students
- the state champion volleyball team
- visitors to campus

Who should get reserved parking?

■ visitors to campus

Who should get reserved parking?

To make it possible for people to do their jobs

- staff
- faculty
- people with disabilities
- plant operations vehicles
- faculty and staff who teach at more than one campus

To recognize accomplishments

- the president
- honors students
- the state champion volleyball team

To encourage certain behaviors

- the United Way lottery winner
- students with a 3.5 GPA
- people who drive hybrid cars

- visitors to campus

Credit-Level Comp

Developmental ALP

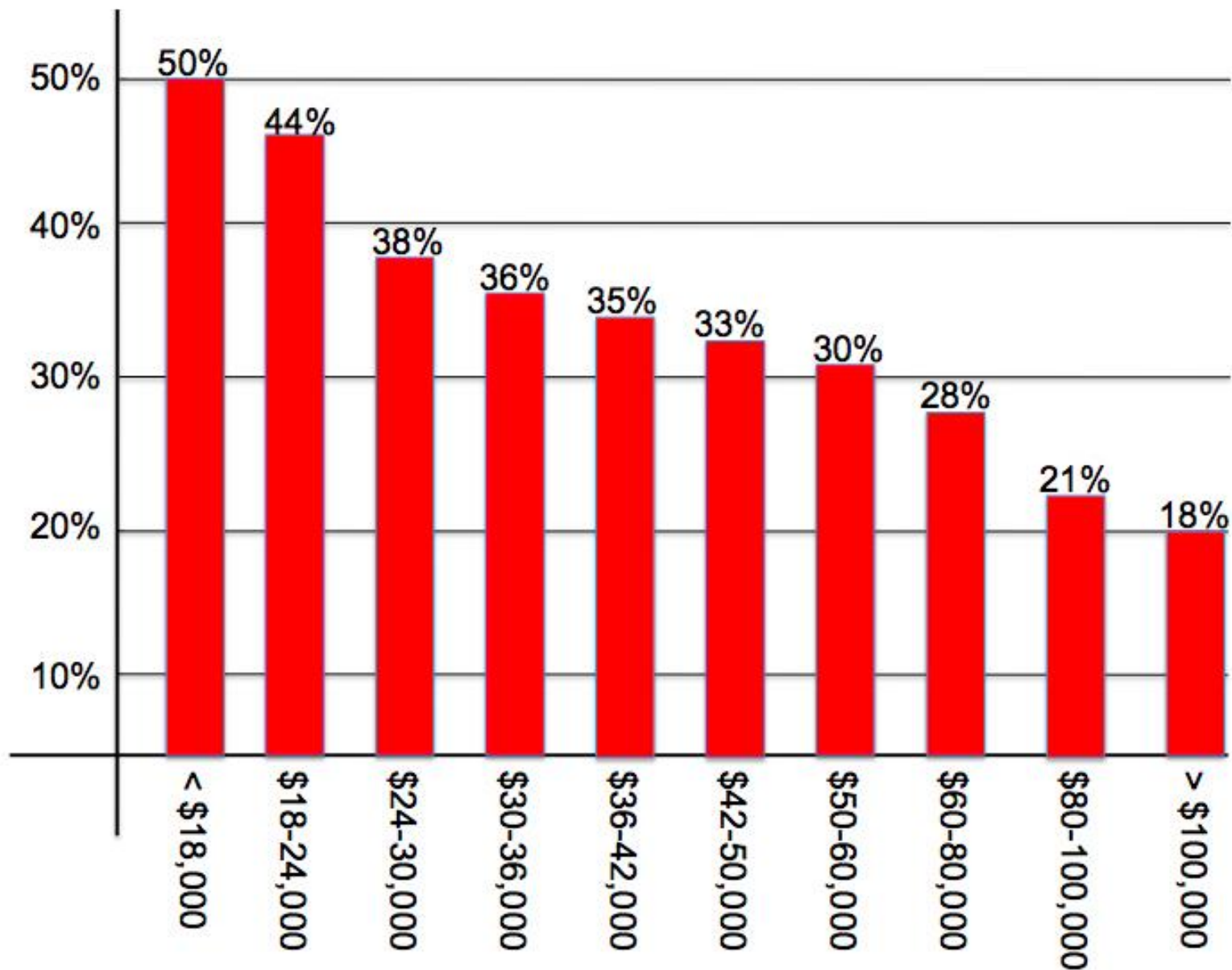
week 1 day 1	<p>ice breaker: appointments</p> <p>discussion: intro to course</p> <p>discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class</p>	<p>ice breaker: getting acquainted</p> <p>discussion: how to get started on a writing project</p> <p>SWA students make a list of reasons why they are in a developmental writing course</p>
week 1 day 2	<p>group activity: discussing theses from SW1</p>	<p>discussion: why they are in development writing</p>
week 2 day 1	<p>group activity: discussion of all the thesis from SW1</p>	
week 2 day 2	<p>group activity: who should get reserved parking places. An exercise that encourages deeper thinking.</p>	

Addressing Non-Cognitive Issues

Why Are You in Dev Ed?

- I rushed through the test.
- I had a hard time paying attention.
- I didn't work very hard in high school
- I didn't like all the reading
- I didn't know some words
- I had somewhere to go.
- I was tired.
- I was bored.
- I took all three tests in a half hour.
- I've been out of school a long time
- I didn't take high school seriously
- I'm a horrible writer.

Handout F: Family Income and Placement in Developmental Courses



Adapted from Eric Bettinger and Bridget Long, "Remedial and Developmental Courses" in Dicker-Conlin and Rubenstein, *Economic Inequality and Higher Education*.

- I rushed through the test.
- I had a hard time paying attention.
- I didn't work very hard in high school
- I didn't like all the reading
- I didn't know some words
- I had somewhere to go.
- I was tired.
- I was bored.
- I took all three tests in a half hour.
- I've been out of school a long time
- I didn't take high school seriously

- My high school was terrible
- I was sick a lot during high school
- My parents are not educated
- I lived in six foster homes when I was growing up
- classes in my high school had more than 50 students
- My parents and friends used terrible grammar
- We were homeless and it was hard to study
- My mother never wanted me to go to college
- I was never asked to write in high school

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Credit-Level Comp

Developmental ALP

week 1 day 1	<p>discussion: intro to course</p> <p>discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class</p>	<p>ice breaker: getting acquainted</p> <p>discussion: how to get started on a writing project</p> <p>SWA students make a list of reasons why they are in a developmental writing course</p>
week 1 day 2	<p>group activity: discussing theses from SW1</p>	<p>discussion: why they are in development writing</p> <p>group activity: discussing a bar chart</p> <p>group activity: critiquing an example or two of SW1 by ALP students from the point of view of thesis and unity</p>
week 2 day 1	<p>group activity: discussion of all the thesis from SW1</p>	
week 2 day 2	<p>group activity: who should get reserved parking places. An exercise that encourages deeper thinking.</p>	



Credit-Level Comp

Developmental ALP

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week 1 day 2	<p>group activity: discussing theses from SW1</p>	<p>discussion: why they are in development writing</p> <p>group activity: discussing a bar chart</p> <p>group activity: critiquing an example or two of SW1 by ALP students from the point of view of thesis and unity</p>
week 2 day 1	<p>group activity: discussion of all the thesis from SW1</p>	<p>SWB will ask students to write about someone they know who worked hard and, as a result, got ahead.</p>
week 2 day 2	<p>group activity: who should get reserved parking places. An exercise that encourages deeper thinking.</p>	<p>discussion: of SWBs and discuss what people thought the phrases “work hard” and “get ahead” really mean.</p> <p>group activity: “good” and “bad” English</p>

Good and Bad English

Imagine that you have met a student named Sung Woo, who just arrived in the US from China. Sung heard some students in the cafeteria using the phrases “good English” and “bad English” and asks you to explain these terms to him.

Your group is to write a paragraph or two in which you help Sung understand these two phrases.

Credit-Level Comp

Developmental ALP

week 2
day 2

group activity: who should get reserved parking places. An exercise that encourages deeper thinking.

discussion: of SWBs and discuss what people thought the phrases “work hard” and “get ahead” really mean.
group activity: “good” and “bad” English

week 3
day 1

group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious

week 3
day 2

week 4
day 1



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breath mints

Hilton Honors card

Continental Air frequent flyer card

he was disorganized

stimulants

Euros

he liked art

he cared about hygiene

laundry slip from June

he had an ATM card from August

he had a comb

Metropolitan Museum card

he drove a Volkswagen

Smithsonian Museum card

big tipper

Walters Art Museum card

liked to travel

Credit-Level Comp

Developmental ALP

week 2
day 2

group activity: who should get reserved parking places. An exercise that encourages deeper thinking.

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week 3
day 1

group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious

group activity: using concrete and specific language; the strawberry activity

week 3
day 2

week 4
day 1

red

juicy

delicious

little green seeds

round

sweet smelling

plump

green stem and couple of leaves

whitish at bottom

white when you cut open

red
juicy
delicious

round
sweet smelling
plump

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little green seeds

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green stem and couple of leaves

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white when you cut open

little green seeds

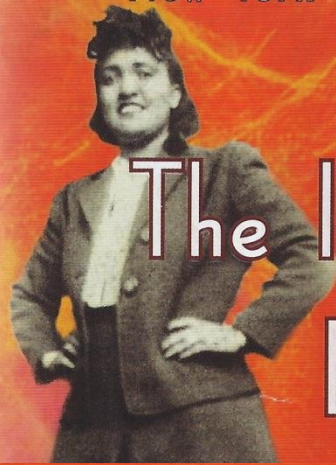
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Credit-Level Comp

Developmental ALP

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week 3 day 1	group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious group activity: using concrete and specific language; the strawberry activity	SWC: SWC will ask students to write about someone they know who worked hard and, nevertheless, did not get ahead.
week 3 day 2	SW2: written in class, will ask students to describe the cafeteria. Reading: first 48 pages of <i>Henrietta Lacks</i> for next Tuesday.	discussion: discuss strengths and weaknesses of several examples of SWC discussion: previewing and predicting <i>Henrietta Lacks</i> . Also, a discussion of voice in <i>Henrietta Lacks</i> .
week 4 day 1		

New York Times Bestseller



The Immortal Life

Doctors took her cells without asking. Those cells never died. They launched a medical revolution and a multimillion-dollar industry.

More than twenty years later, her children found out. Their lives would never be the same.

Rebecca Skloot



Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta’s cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can’t afford health insurance. This phenomenal *New York Times* bestseller tells a riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew.

“Vivid . . . Henrietta Lacks comes fully alive on the page . . . *Immortal Life* reads like a novel.”
—WASHINGTON POST

“Skloot narrates the science lucidly, tracks the racial politics of medicine thoughtfully, and tells the Lacks family’s often painful history with grace . . . Made my hair stand on end.”
—NEW YORK TIMES BOOK REVIEW

“Beautifully crafted . . . Thanks to the author’s narrative skills, it is a tale that one experiences rather than reads.”
—SCIENCE

“Funny, tender . . . A cast of characters whose anger, generosity, pride, and improbable grace make them impossible to forget.”
—DALLAS MORNING NEWS

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A Few Words About This Book

This is a work of nonfiction. No names have been changed, no characters invented, no events fabricated. While writing this book, I conducted more than a thousand hours of interviews with family and friends of Henrietta Lacks, as well as with lawyers, ethicists, scientists, and journalists who've written about the Lacks family. I also relied on extensive archival photos and documents, scientific and historical research, and the personal journals of Henrietta's daughter, Deborah Lacks.

I've done my best to capture the language with which each person spoke and wrote: dialogue appears in native dialects; passages from diaries and other personal writings are quoted exactly as written. As one of Henrietta's relatives said to me, "If you pretty up how people spoke and change the things they said, that's dishonest. It's taking away their lives, their experiences, and their selves." In many places I've adopted the words interviewees used to describe their worlds and experiences. In doing so, I've used the language of their times and backgrounds, including words such as *colored*. Members of the Lacks family often referred to Johns Hopkins as "John Hopkin."

I first learned about HeLa cells and the woman behind them in 1988, thirty-seven years after her death, when I was sixteen and sitting in a community college biology class. My instructor, Donald Defler, a gnomish balding man, paced at the front of the lecture hall and flipped on an overhead projector. He pointed to two diagrams that appeared on the wall behind him. They were schematics of the cell reproduction cycle, but to me they just looked like a neon-colored mess of arrows, squares, and circles with words I didn't understand, like "MPF Triggering a Chain Reaction of Protein Activations."

When people ask—and seems like people always be askin to where I can't never get away from it—I say, Yeah, that's right, my mother name was Henrietta Lacks, she died in 1951, John Hopkins took her cells and them cells are still livin today, still multiplyin, still growin and spreadin if you don't keep em frozen. Science calls her HeLa and she's all over the world in medical facilities, in all the computers and the Internet everywhere.

Credit-Level Comp

Developmental ALP

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Credit-Level Comp

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week 4 day 1	<p>group activity: discuss the first 48 pages of <i>Henrietta Lacks</i>. discussion: Paper 1, which asks students to discuss this statement: “It has often been said that, in America, if you work hard, you’ll get ahead.”</p>	<p>SWD, written in class, will ask students to write a summary of a six-page selection from <i>Henrietta Lacks</i>. We’ll then talk about these as a group comparing the differences among them.</p>

Agenda for the Day

- 10:00-noon two pedagogic principles
- backward curriculum design
 - active learning
- noon-1:00 lunch & Success Navigator
- 1:00-2:00 non-cognitive issues
- 2:00-3:00 sentence level error
- 3:00-4:00 syllabus design
- 4:00-4:30 piloting & scaling up



Implementation

- start small; think large
- enrolling students
- classrooms
- faculty development
- texts
- grading
- data
- building support



Scaling Up

- faculty development
- classroom space
- advising
- student schedules
- credentials
- what to do with the old course



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