CALIFORNIA COMMUNITY COLLEGES
AND
REDWOODS
COMMUNITY COLLEGE DISTRICT

#91-0021
**LAC Modules on Patterns of Ideas in Reading and Writing**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $14,199</td>
<td>E --- Improvement of Trad. Instruction Prog</td>
<td>Curriculum Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Curriculum Develop</td>
<td></td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

**PROJECT DIRECTOR**

Glenn Broadhead, Instructor

**PROJECT SUPERVISOR**

Ronald Farland, Dean

**PROPOSAL DESCRIPTION**

This project facilitated the development of self-paced, course specific instructional modules about common patterns of ideas in reading/writing skills, focusing on the needs of older, working adults in courses taught by part-time instructors.
LAC Modules on Patterns of Ideas in Reading and Writing

Specific Educational Programs Addressed.
This project will develop a nontraditional means of instruction to achieve higher educational standards in pre-collegiate and college-level reading and writing skills with a focus on the needs of older, working adults (nearly two thirds of them women) at College of the Redwoods-Mendocino Coast (CRMC).

Problems and Population to Be Addressed.
Although CRMC enrollment by students 17-21 years of age has increased markedly during the last two years, the typical CRMC enrollee is still a 30 to 49-year old re-entry woman who begins her CRMC studies by taking one or two courses, often at night, and initially not with college transfer or an AA degree as a specific goal. Returning after years out of high school, she often encounters problems with reading and writing assignments; but when she does, her needs cannot be met by the college's remedial writing courses, which require as many as eight hours of class each week. Furthermore, she may have difficulty in contacting her instructor for help: since CRMC instructors are usually themselves part-timers (68 percent of the faculty), they cannot offer as much time for individual consultation as full-timers can. As a result, the limited services available to part-time students contribute significantly to CRMC's drop-out rate.

Proposed Objectives and Activities.
CRMC will develop self-paced course-specific instructional modules about common patterns of ideas in reading/writing skills, focusing on the needs of older, working adults in courses taught by part-time instructors, and building upon a current pilot effort funded by the Title III Strengthening Institutions Program. To produce the modules, 21 part-time instructors will serve as resource matter experts to generate information about reading and writing tasks in specific courses being taught in 1991-1992. Using this information, the LAC faculty coordinator will develop modules teaching key patterns of ideas found in these tasks. Thus, by enhancing older, working students' chances of success in their initial classroom experiences, this project will reduce attrition and promote greater entry into transfer and A.A. programs.

Evaluation and Dissemination.
The LAC coordinator, CRMC dean, and an outside evaluator will review (a) student use of LAC materials (b) student retention rates, and © faculty/student responses to questionnaires. Modules will be made available to LACs at other College of the Redwoods campuses.
Broader dissemination will be accomplished by a presentation at an appropriate forum (e.g., Chancellor's Office Conference on Matriculation and Basic Skills) and by an article in a professional journal.
1. Specific Educational Program Being Addressed

Specific Educational Program Addressed.

This project will develop a nontraditional means of instruction to achieve higher educational standards in pre-collegiate and college-level reading and writing skills, with a primary focus on the needs of older, working adults (nearly two thirds of them women). In regard to the Basic Agenda, the project will improve educational quality and will foster growth in transfer education, educational standards, and basic skills by seeking to increase the success (and thus the retention) of these students. It will have the important secondary effect of improving part-time teachers’ ability to evaluate and design their reading and writing assignments.
2. Specific Problems Being Addressed

Problems and Population to Be Addressed.

Located in Fort Bragg on the Mendocino coast, CRMC is geographically isolated, separated from larger population centers by two- to four-hour drives over twisty mountain roads. As a result, CRMC is the main educational resource for a community with very diverse needs: transferable academic courses, vocational training, and personal enrichment--with the latter often constituting a first, tentative step toward entry or re-entry into higher education. Of CRMC's 1,500 students, less than 200 attend full-time, and only 10 percent are in the 18-22 age group. More often than not, a CRMC enrollee is a 30- to 49-year-old re-entry woman who is taking one or two courses a semester, often at night:

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage of Enrollees *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>63%</td>
</tr>
<tr>
<td>Age 30 or over</td>
<td>50%</td>
</tr>
<tr>
<td>Taking only 3 units</td>
<td>35 %</td>
</tr>
<tr>
<td>Taking 6 units or less</td>
<td>74 %</td>
</tr>
<tr>
<td>Attending only at night</td>
<td>35 %</td>
</tr>
</tbody>
</table>

* Spring 1991

Since these students have been out of school for many years, they often encounter problems with reading and writing assignments. The most important problem is lack of understanding of common patterns of ideas in college-level thought (e.g., whole/parts, process/steps, event/effects, definition/example, comparison/contrast, claim/reasons, and problem/need/solution)--an understanding which is crucial to accurate, efficient reading and writing. In many cases, their problems are due merely to lack of practice and lack of familiarity with college-level reading assignments--problems which could be addressed by individual consultation with the instructor. Unfortunately, despite a 100 percent growth in full-time noncounselling faculty in the last four years, CRMC instructors are usually themselves part-timers (68 percent of the faculty), and thus have limited time and almost no space for office meetings. In other cases, problems arise because of serious deficiencies that would normally be addressed in remedial courses. Due to the college's small size, however, only a few of these courses can be offered each year, and since they require up to eight hours of attendance each week, they mainly serve the full-time students who can attend several days a week. Thus, working students' limited individual access to assistance in the important global skills of recognizing and generating patterns of ideas for part-time students contributes significantly to CRMC's drop-out rate.
3. Population To Be Served

[SEE “PROBLEMS” SECTION OF THIS DOCUMENT.]
4. Objectives

Proposed Objectives and Activities.
This project will improve part-time students' chances for college success by initiating non-traditional methods of skills development for reading and writing tasks in academic courses, using course-specific instructional modules in print format.

Toward this end, CRMC has already initiated a program to develop a Learning Assistance Center (LAC) where students can access these self-paced modules. Work on the LAC has been assisted by a Title m Strengthening Institutions Program grant, which has provided

- equipment (including 9 computers and peripherals such as printers and CD-ROM players) for an LAC that is currently open for six hours a week during the pilot-study phase of the Title m grant.

- reassigned time (Fall 1990) for the LAC's faculty coordinator, in order to develop four sets of instructional modules about patterns of ideas for use in remedial writing courses. For example, the modules explain such patterns as whole/parts, process/steps, event/causes, event/effects, contrast, and problem/need/solution—patterns which are commonly found in college-level reading and writing assignments.

- reassigned time (Spring 1991) for four full-time faculty members, in order to assist in the development of course-specific instructional modules about patterns of ideas in reading and writing tasks in five courses that are frequently offered in their discipline.

To build upon these efforts, the proposed FII grant will extend the LAC's services by incorporating part-time teachers into the process in the Fall 1991 and Spring 1992 semesters. For 21 courses that require significant reading and/or writing, the instructors will be separately contracted as resource matter experts to help develop modular instructional materials about patterns of ideas. Assisted by the LAC faculty coordinator and three full-time instructors, each resource matter expert will conduct an inventory of reading and writing tasks in a particular course. During the semester, each expert will prepare biweekly reports on actual reading and writing assignments (including tests), identifying key patterns and problem areas for students. The experts will also collect samples of effective and ineffective responses to these assignments. These on-going reports will be used by the LAC faculty coordinator to develop course-specific instructional modules, based on "template" materials developed for the Title m grant. As the modules are completed, they will be distributed in on-going classes in order to gain feedback from student users.

After any needed revisions are made, the modules will be made available in the LAC in print form. In addition, the LAC will be open in 1991-92 for an additional nine hours a week (for a
total of 15, including three at night), so that instructional modules developed through the proposed FII grant activities can be more easily accessed by older, working students. Use of the modules in the LAC will be monitored and recorded. Since the modules for adult working students will be based closely on material prepared for full-time students, this approach will help to establish a consistent, comprehensive, rigorous writing curriculum at both pre-college and college levels.
5. Workplan Narrative

Work Statement. Activities will take place in four phases.

Phase 1: July 1 to August 1, 1991.

The LAC faculty coordinator, Dr. Glenn Broadhead, will design materials for two pre-semester meetings: (1) a strategy session with the three full-time faculty with experience in the Title III project, and (2) a training session on self-paced instructional modules related to principles and strategies for reading and writing tasks. He will also prepare bi-weekly report forms (based on forms currently being used by full-time faculty under the Title III grant). In addition, he will prepare evaluation forms to be completed by instructors and student users. Dr. Broadhead is an expert in reading/writing with over 20 scholarly publications (including an award-winning book), as well as numerous presentations and workshops at national, regional, and local levels (see attached vita).


Dr. Broadhead will first conduct the strategy session with the three full-time faculty (8:00-9:00 a.m.). Next, this group will conduct a three-hour orientation and preliminary survey session (9:15-12:15) for Fall and Spring-semester participants. Acting as resource matter experts, the part-time instructors will use prepared forms to develop an inventory of reading and writing tasks relevant to a particular course. Primarily, these tasks will be variations of eight basic patterns: whole/parts, process/steps, event/causes, event/effects, definition/example, comparison/contrast, claim/reasons, and problem/need/solution. They will also conduct a preliminary analysis of textbooks and instructor-generated handouts for illustrative material relevant to those tasks. They will discuss planned writing assignments in order to develop a common approach in the design and wording of assignments. Finally, they will generate a timeline to guide the preparation and distribution of these instructional materials throughout the semester. An important collateral benefit of this activity will be the establishment of a common, interdisciplinary vocabulary for making reading and writing assignments, along with the improvement of teachers' proficiency in making them.


Guided by these inventories and analyses and bi-weekly reports by the participants, Dr. Broadhead will examine course textbooks, handouts, and reading/writing assignments for material which can be worked into the templates as course-specific illustrations of general reading principles and strategies. He will prepare a set of instructional materials for significant reading/writing tasks identified for each course. He will then design and execute course-specific instructional materials on an "as-needed" basis, averaging one set of eight modules per week. This rapid pace is possible through use of the modular approach and use of the LAC's excellent computer and desktop publishing facilities (provided by the Title m
grant). Modules will be field-tested by students as they are developed. In their bi-weekly reports, the part-time faculty members will review these course instructional modules, suggesting changes and additions where needed. Student evaluations will also be sought through the use of questionnaires.


Dr. Broadhead will prepare a report on student use of the modules (both in courses and in the LAC), faculty and student evaluations, and retention rates.
6. Expected Outcomes

[NO "OUTCOMES" ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

Evaluation.

Course-specific materials will be evaluated through questionnaires completed by participating students and through instructors’ written reports. Evaluation of the overall program will be accomplished by analyzing two quantitative measures: (1) the attendance patterns in the evening LAC, with the goal of an increase from its current average of 8 students to 25 students; (2) retention figures for working adult students who participate in the program, with a goal of a drop-out rate 50% less than that of nonparticipating students. Finally, participants’ questionnaires and the quantitative data just described will be reviewed by the LAC faculty coordinator, the CRMC Dean, and an outside (off-campus) evaluator.
8. Dissemination Plan

Dissemination.
The course-specific modules will be made available to the Eureka and Del Norte campus Learning Assistance Centers. In addition, the LAC faculty coordinator will present an account of the program at a leading professional conference (e.g., the Chancellor's Office Conference on Matriculation and Basic Skills, or the annual Conference on College Composition and Communication, which has special sessions devoted to community college issues and techniques). Finally, a description of the program will be submitted for publication in a state, regional, or national professional journal.

Future Activities. With a positive evaluation, non-FII grant funding will be sought for three future developments of this project. The first will be to transform the printed instructional modules into computer-assisted format using Hypercard technology on Macintosh computers. Because of its many sophisticated programming possibilities, Hypercard is ideal for self-paced instruction in a Learning Assistance Center environment. The second development will be to extend the evening hours of the LAC to four nights a week. The third will be to replicate this project in order to develop modules for more courses.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]