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Targeted Intervention for Retention: The Power of Reading for Evidence and Argument in Student Success

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E&A Fellows Project Proposal

Proponent:	Dr. Pamela Petty
Department:	School of Teacher Education
Date of Submission:	October 30, 2015

Project Title.

Targeted Intervention for Retention: *The Power of Reading for Evidence and Argument in Student Success*

Project Objective(s). Briefly describe the intent of the project.

The intent of this project is to engage approximately 500 freshmen per semester in rigorous learning experiences focused on strengthening students' reading comprehension by using evidence and synthesis of information to make sound, text-supported arguments both orally and in writing. *LTCY 199 Reading for Evidence and Argument* has served students underprepared in reading for the last six years. Starting in spring 2016 LTCY 199 will be expanded and required of students who score 15-19 on the reading portion of the ACT. Data that support the effectiveness of the course indicate that students who successfully complete the course are retained after two years at the same rate as students who enter the university with an ACT reading score of 26 (GPA's are also equivalent). This E & A Fellows Project will allow us to:

- 1) Train new *LTCY 199 Reading for Evidence and Argument* instructors to align course objectives with the QEP goals;
- 2) Expand and focus the services of the WKU Center for Literacy to include the goals of the QEP;
- 3) Make LTCY 199 a co-requisite with content area courses in the Colonnade Plan so that students can register for both courses at the same time with instructors from each course working together to best support students literacy growth and content learning;
- 4) Partner with middle and high schools to help better prepare students to be college ready in reading through a time-share approach that brings teachers to WKU to be trained to teach LTCY 199 through job-embedded practices; and
- 5) Promote dual-credit LTCY 199 courses in high schools with instructors who have been prepared by Literacy professionals at WKU.

Project Description. Briefly describe intended activities, targeted courses/programs, and timeline for completion.

1) Train new *LTCY 199 Reading for Evidence and Argument* instructors to align course objectives with the QEP goals;
 The new demand for LTCY 199 to serve students with ACT reading scores of 15-19 will greatly increase our need for trained literacy professionals that meet the credentialing for the CEBS and SACS. Teaching LTCY 199 requires specific skills sets that are based in research. Referring to students who are underprepared in reading, those who "take and pass a reading skills course experience significantly greater success in college over the long term compared to similarly underprepared students who either do not take, or do not pass, such a course" (Cox, Friesner, & Khayum, 2003, p. 189). The trend is for courses that are more "student or learning-centered" rather than "remedial" or developmental in nature (Flippo & Caverly, 2009, p. 371). Cognitive-based models should replace the stigma-charged and outdated deficiency models that often do not improve underprepared students' skill and strategy development or do not improve dropout and graduation rates (Gourgey, 1999; Mt. San Antonio, 2008; Flippo & Caverly, 2009; Bohr, 1994; Adelman, 1996; Maxwell, 1997). For LTCY 199 to meet the specific needs of students instructors must undergo training prior to teaching the course and intensively as job-embedded professional development while teaching the course. We believe that the training materials geared to address the QEP E&A goals will not only be valuable to these instructors, but could also be used as on-line training materials for instructors in almost any discipline that uses print for learning. Timeline: Begin spring 2016

2) Expand and focus the services of the WKU Center for Literacy to include the goals of the QEP.
 For the last 11 years the WKU Center for Literacy has offered study skills and strategy training for students through a series of sessions called *College Reading Success*. We are planning to expand the WKU Center for Literacy to serve students more conveniently at the Alice Rowe Learning Center on our South Campus. Topics for College Reading Success will be aligned with the goals of the QEP E&A framework. Timeline: Begin spring 2016

3) Make LTCY 199 a co-requisite with content area courses in the Colonnade Plan so that students can register for both courses at the same time with instructors from each course working together to best support students literacy

growth and content learning. This fits the description of “supplemental” courses and allows students to learn new literacy skills/strategies within the authentic learning in a real course. Timeline: Begin fall 2016

4) **Partner with middle and high schools** to help better prepare students to be college ready in reading through a “time share” approach that brings teachers to WKU to be trained to teach LTCY 199 through job-embedded practices. The idea is that we will recruit LTCY 199 instructors from middle/high schools, “borrowing” them as the teachers get first-hand training in understanding the demands of college reading and related literacy challenges. Options for partnerships with schools include memorandums of agreement and other structures whereby WKU “trades time” and effort with school partners.

5) **Promote dual-credit LTCY 199 courses in high schools** with instructors who have been prepared by Literacy professionals at WKU. This meets the requirements of KY Senate Bill 1 (2009) by helping to ensure that high school graduates in our area are prepared for the rigors of college reading. This builds on goal 4 (listed above) in that the same teachers who teach for us on campus would be set up in their schools to offer dual credit for LTCY 199.

Relationship of the project to E&A objectives and student learning outcomes. What specific E&A priorities are addressed?

Evidence and Argument Objectives	Student Outcomes
1) WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (Evidence-Gathering)	LTCY 199 focuses on active reading that requires thinking, synthesizing, and identifying pertinent information, questioning the author’s purpose, and being able to organize and restate the information. The faculty training manual will be aligned with the QEP E&A will include strategies for instructors to use to make sure they are requiring students to read actively with deep comprehension.
2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (Sense-Making)	The sense-making aspect of the co-requisite courses (LTCY 199 with a content Colonnade course) means that students will have authentic purposes for new learning while growing their active reading/literacy strategies. Content learning should be positively impacted by the partnership with LTCY 199.
3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (Argumentation)	LTCY 199 requires students to defend their arguments based on assigned readings both in writing and orally. Balanced literacy instruction includes reading, writing, listening and speaking and is included in every syllabus for LTCY 199.

Anticipated plan for assessing project success. How will the project contribute data to the overall assessment of E&A?

Data collection – Administration pre/post of the Nelson Denny Adult Reading Test and information on retention, grade point average, and demographics from Institutional Research

- 1) Develop training protocols for new LTCY 199 instructors that align with E&A Goals.
- 2) Develop an expanded repertoire of topics for College Reading Success sessions offered to students through the WKU Center for Literacy (two locations: TPH and South Campus)
- 3) Development and implementation of co-requisite courses with LTCY 199 (Colonnade courses)
- 4) Development of partnerships with middle and high schools to use their teachers as instructors for LTCY 199 as a means of embedded professional development thereby bringing added expertise back to the schools and helping ensure students are college and career ready for reading by the time they graduate
- 5) Development and offer dual-credit courses at high schools as a means of better preparing students for the reading demands of college and career ready and ensuring that schools have trained teachers to provide instruction in LTCY 199 as a dual-credit course.

Anticipated number of students impacted by the project annually.

Approximately 1,000 students per year. Faculty through co-requisite LTCY 199 and Colonnade courses. Middle and high schools that partner with us to train their teachers in the goals of the QEP E&A.

Contribution to department, college, or university priorities.

Data indicate that students who are successful in LTCY 199 are retained at the same rate at students who enter the university with ACT reading scores of 26. Students will improve their abilities to think critically, access and analyze information accurately, and communicate effectively both orally and in writing, resulting in increased retention and graduation.

LTCY 199: Reading for Evidence and Argument
Western Kentucky University
Spring 2017

General Information

Instructor: Dr. Daniel Super
Email: Daniel.super@wku.edu
Office: Gary Ransdell Hall #1111
Office phones: 270-745-2809

Office hours: **M/W:** 9:00-3:00
F: By Appointment
Class day and time: T/R 2:20 – 3:40
Class Location: GRH 2003

Course Overview

Literacy is not just reading – it is much more. For students to successfully navigate the rigors of college-level work, they must be proficient in their ability to read, write, listen and speak. This class provides students with the knowledge and skillsets necessary to handle the workload they will be given at WKU. Establishing new and positive academic and behavioral habits, as well as rectifying the ineffective and inefficient practices often espoused by students new to the college landscape is the primary focus of the course, with particular emphasis on these changes as they relate to reading.

Course Description

Prepares students to successfully meet the rigorous reading and other literacy requirements of college. Emphasis on refining skills necessary to extract factual evidence from text and make sound arguments through various modes of literacy.

Course Outcomes: Through this course, students will be able to:

1. Demonstrate strategic reading processes both inductively and deductively.
2. Understand underlying grammars of discourse in the disciplines.
3. Consistently identify and apply understandings of question-answer relationships at the textually explicit, textually implicit, and scriptally implicit levels
4. Demonstrate competency in interpretation of and critical thinking within academic texts.
5. Demonstrate deep and meaningful college-level academic vocabularies including strategic use of clustering, contextualization, linguistic mnemonics, and semantic systemization
6. Employ cognitive strategies to construct meaning at the critical, interpretive, and creative levels
7. Demonstrate metacognitive strategies as personal understanding of text is exhibited, created and monitored
8. Demonstrate enhanced fluency and automaticity

Required Textbooks

Three textbooks are required – you **MUST** have the textbooks to be successful in this course. The required textbooks may be purchased in the bookstore or on-line through the listed publishing companies or ordered from on-line booksellers – Amazon, Barnes and Noble, etc. If

you want to wait to purchase the McRaney book, your instructor will let you know when it will be required in class.

1. Gladwell, M. (2008). *Outliers*. New York, NY: Little, Brown, and Co.
2. McRaney, D. (2011). *You are not so smart*. New York: Penguin Group.
3. Petty, P, Super, D, & Bryant, J. (2016). *Essentials of Reading: College and Career*. 2nd Edition Dubuque, IA: Kendall Hunt.

PLEASE NOTE Electronic versions of these texts are acceptable.

Course Calendar

Available for download in Blackboard

SUMMARY OF COURSE REQUIREMENTS AND EVALUATION

In-Class Instructional Experiences/Assignments – 515 points (51.5% of final grade)

Daily attendance and participation is expected. Most classes will include in-class activities or assignments where your participation and task accomplishment will earn points. These are interactive, in-class experiences and cannot be made up. Many of these points will come from the successful completion of the Evidence Guides and the use of those Evidence Guides in class. The message is simple: miss class, miss your opportunity to earn the points. Some points will come from out-of-class assignments that are used within the next class meeting, some will come from notes and reading assignments, and some will come from applying reading/learning strategies from in-class reading/experiences.

Essentials of Reading Assignments– 60 points (6% of final grade)

Strategy understanding and practice will be an integral part of this class. Using the *Essentials of Reading: College and Career* book, students will complete various reading assignments and complete assignments online via Blackboard.

Argument Papers (3 @ 100 points each)– 300 points (30% of final grade)

You will be responsible for locating research publications, analyzing articles, and producing a college-level argument paper. Additional information will be provided in Blackboard.

Professor Conferencing – 75 points (7.5% of final grade)

Three times during the course of the semester, each student will be required to conference with the professor to discuss progress in both academic and non-academic areas. These conferences are mandatory but will allow for students with satisfactory performance to opt-out. Additional details regarding this requirement will be discussed in class.

Speeches – 25 points each (2) (5% of final grade)

Each student will be required to deliver two speeches in-class. The speeches will be worth **25** points each (total of 50 points). Additional information regarding the speech topics and dates will be provided in class.

Point Scale

900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Class Attendance and Late Work

Each student is expected to be present, prepared, participatory, and polite. Assignments completed outside of class are due by midnight on the due date. It is expected that ALL assignments will be submitted on their due dates. Late assignments will be accepted for up to one week (7 consecutive days) after the original due date to receive any credit. Late assignments will be penalized at a rate of 10% the first day and then 15% per day (up to 6 additional days) after that. After one week, no credit will be awarded.

Written Assignments

All written assignment submissions should be typed and follow APA formatting style. If assignments are submitted via email, they should be saved as either .docx or PDF files.

Plagiarism (Important)

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Policies:

The following sections are taken from the 15th Edition of WKU's Faculty Handbook:

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project, which is submitted for purposes of grade determination.

Disposition of Offenses:

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty:

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

Accommodation of Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Affirmative Action:

Western Kentucky University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service. Inquiries or comments regarding these issues should be directed to the Director of Equal Opportunity/504/ADA Compliance, Western Kentucky University, 1906 College Heights Blvd., Bowling Green, KY 42101, Telephone (270) 745-5121, TTY (270) 745-3030.

Extra Help:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

Additional Services:

If you feel that you are falling behind in your work in this class or any other course, please come to the WKU Center for Literacy in room 401 of Tate Page Hall. There are a variety of services specifically designed to help you succeed and they are ABSOLUTELY FREE. Please do not wait until you are in too much trouble before you seek out help.

Course Adjustments:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

Alignment with KCAS:

<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Articles – Visualizing Strategy, Text Coding, Summarizing, Question-Answer Relationship</p> <p>In-class discussions</p> <p>Book club quizzes</p> <p>Use of APA throughout research paper</p>
<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Articles – Mind Mapping Strategy, Cornell Notes</p>
<p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Articles – SQ3R</p> <p>Analysis of 8-10 reliable sources</p>
<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>Vocabulary self-awareness chart</p> <p>Fruyer Model</p> <p>In-class discussions</p>
<p>RI.11-12. 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Determine usefulness and reliability of sources</p> <p>In-class discussions</p> <p>Strategy practice</p>
<p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>In-class discussions</p> <p>Strategy practice</p>
<p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Integration of 8-10 reliable sources into one cohesive research paper</p> <p>Integration of 3 reliable sources to produce a cohesive speech</p>
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts,</p>	<p>research paper</p>

and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	research paper
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Research of a topic Use of databases and online resources
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Research of a topic Use of databases and online resources ERC presentation of APA
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	In-class discussions Speech
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Speech
SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Speech In-class discussions
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Speech In-class discussions

Discussing Grades via Email

You will be able to check your grades in an online grade book. You can ask me about grades via email, but I am not allowed by law to reply in any detail using email, unless I have your written signature. (This is to protect your privacy as email is not a private form of communication). Read, select one, and sign:

____I give my consent to the instructor to discuss my course grades with me via email.”

OR

____I prefer the following method for discussing course grades (e.g., phone call, wait for registrar’s notice at the end of the term). Choice is subject to a negotiation of a mutually acceptable method.”

Name

Date

Argument Paper Rubric (adapted from <http://faculty.weber.edu/kristinhadley/med6000/Literature%20Review%20Rubric.pdf>)
 LTCY 199

	Excellent	Good	Fair	Poor
<p>Introduction: Clear overview of paper, demonstrates importance of topic.</p>	15	10	5	1
<p>Paragraph #1: Clear evidence given to support topic sentence, information logically organized with good flow.</p>	15	10	5	1
<p>Paragraph #2: Clear evidence given to support topic sentence, information logically organized with good flow.</p>	15	10	5	1
<p>Conclusion and Synthesis: Information synthesized and brought to a logical conclusion</p>	15	10	5	1
<p>Mechanics: Correct spelling, punctuation, sentence structure, word usage</p>	10	5		1
<p>APA: Correct use of APA in body of paper</p>	15	10	5	1
<p>References: References correctly typed, appropriate number and quality</p>	15	10	5	1
<p>Total</p>				