

# Voices From the Classroom Faculty-Driven Reform in Developmental Reading & College Seminar

NOSS 2020

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SUFFOLK COUNTY COMMUNITY COLLEGE

SELDEN, NEW YORK

# Suffolk County Community College

- ▶ 2 year college on Long Island
- ▶ Largest community college in New York State
- ▶ Three campuses, one college (Ammerman, Grant, Eastern)
- ▶ Open enrollment institution
- ▶ Enrollment of approximately 27,000 students
- ▶ Our courses focus on reading strategies, while the English department's courses focus on writing

# Impetus for Change

- ▶ Nationwide/Statewide push for shorter developmental sequence
- ▶ The common narrative among administration is that developmental courses keep students from graduating.
- ▶ Changes in placement test cut-off scores have affected our enrollment.

# Placement Changes

- ▶ We currently use the NextGen Accuplacer Test
- ▶ Reading scores range from 200-300
- ▶ Score of 250-300 – no developmental placement
- ▶ Score of 237-249 - RDG 099 Reading in the Content Area
- ▶ Score of 230-236 – RDG 096 Essential Reading
- ▶ Score of 200-236 – RDG 098 Introduction to College Reading
- ▶ New cut scores place fewer students in developmental courses
- ▶ Reading courses were cut 60% on our campus

# The Academic Literacy Department

- ▶ We currently offer 3 developmental courses and 2 college level courses. Developmental courses have a lab component, college level courses do not.
  - ▶ RDG 098 – Introduction to College Reading
  - ▶ RDG 099 – Reading in the Content Areas
  - ▶ RDG 096 – Accelerated 098/099 course
- ▶ Completion of the developmental reading sequence is a pre-requisite for social science courses including anthropology, history, psychology, and sociology.

# Introduction to College Reading

## **Course Goals:**

Introduction to College Reading is designed around the belief that the reader constructs meaning as he or she engages with the written word. Reading, writing, speaking, and listening are the central core of literacy. Each of these areas will be utilized as the students explore various readings, expanding both their basic knowledge and their literacy abilities.

## **Course Outcomes:**

Through the use of text and outside readings, the student will be able to:

1. Recognize reading as a three-stage interactive process involving the author and the reader.
2. Construct meaning by applying before, during, and after reading strategies.
3. Utilize multiple strategies to increase vocabulary knowledge.
4. Determine the stated and unstated main idea of a paragraph or longer selection.
5. Identify the major and minor supporting details of a paragraph or longer selection.
6. Identify and use patterns of organization used by authors.
7. Apply critical reading strategies to reading selections.

# Reading in the Content Areas

**Course Goals:** Reading in the Content Areas is designed to develop and enhance college content literacy skills necessary to improve literal, interpretive, and critical comprehension. Utilizing both reading and writing, students will effectively apply literacy strategies to readings from diverse academic course offerings.

**Course Outcomes:**

1. **Through the use of text and outside readings, the student will be able to:**
  - determine the meaning of an unknown word through structural analysis, context clues, or prior knowledge.
  - apply various strategies to vocabulary encountered in content area courses.
  - identify the stated main idea of a paragraph or reading selection.
  - identify major and minor supporting details in a paragraph or reading selection.
  - using supporting details, identify the implied main idea of a paragraph or reading selection.
  - identify patterns of organization used by authors.
2. **Through the analysis of content area readings, the student will be able to:**
  - identify and utilize textbook features.
  - apply before, during and after reading strategies to construct meaning from text.
  - employ annotating techniques.
  - record notes from content area materials.
  - create outlines and summaries.
3. **Through the application of critical thinking skills, the student will be able to:**
  - distinguish fact from opinion.
  - formulate logical inferences.
  - determine an author's point of view through purpose and tone.

# Essential College Reading

- ▶ Provides students who fall into a specific CPT range the opportunity to complete their developmental reading requirement in one semester rather than two. Enhances and strengthens reading skills through the development of vocabulary and comprehension, with a progression toward higher level skills necessary for success in college level courses. This course will focus on expanding students' background knowledge, literacy skills, and critical reading skills.
- ▶ We were asked to shorten the sequence so that students will spend only one semester in a noncredit developmental course.
- ▶ This was the initial faculty-driven reform effort.

# Accelerated 098/099

- ▶ Alternate approach to Essential College Reading
- ▶ **Designed for the incoming student**, each 7 ½ week course meets 4 days a week plus one lab for the same amount of time as a 15 week course.
- ▶ There are no special parameters for the student's CPT scores.

# Next Step

- ▶ Upper administration directed the tri-campus reading faculty to create courses that could be scaled up and shorten the developmental sequence.
- ▶ We are currently revising RDG 101 and running RDG 295 as a special topics course.
- ▶ RDG 295 data indicates that this co-requisite model is helping our students succeed in their social science courses.

# Course Revision/Creation of Credited Courses

- ▶ RDG 101 – Critical Reading for the Humanities
  - ▶ Course is being revised for the first time in 30 years with current national trends in mind. This revised course will help students successfully comprehend college level material used in humanities disciplines. By more clearly connecting reading instruction with requirements of humanities courses we believe this course will optimize opportunities for students to apply critical reading strategies directly to required coursework - 3 credits
- ▶ RDG 295 – Critical Reading for Social Science
  - ▶ Currently a special topics course running on two campuses. This course will closely mirror RDG 101 but with an emphasis on social science disciplines. This course can be taken in place of RDG 099 and is designed for more advanced RDG 099 students. Students must also be enrolled in a social science course.

# RDG 101 Revision

## RDG 101 – Critical Reading for the Humanities

- ▶ **Current Description:** Develops advanced reading skills that sharpen ability to read and comprehend longer-passage materials through knowledge of structure, style, content and author intent. Emphasis on ability to analyze material for levels of profundity; main idea; paragraph order; deductive, inductive, development by facts, description of a process, analysis, cause to effect, classification, comparison/contrast, analogy; vocabulary development through contextual clues and word analogies; denotative and connotative language; inference and judgment; and appropriate reading approach. Involves class lecture and discussion sessions.
- ▶ **Proposed Description:** Develops analytical, interpretive, and evaluative reading abilities through knowledge of structure, style, content, and author intent in both narrative and expository texts from a variety of print and digital sources. Students will improve academic literacy and expand general knowledge across disciplines with a focus on humanities. Emphasis on logical reasoning and thinking, valid and invalid inferences, author's purpose and point of view, academic vocabulary, media literacy, and visual literacy. Involves class lecture and discussion sessions.

# Reading 295 Special Topics Course

## ▶ RDG 295 – Critical Reading for Social Science

- ▶ **Course description:** This course will emphasize reading study strategies applicable for an introductory class in the social sciences. Students' will practice and study techniques for reading a variety of social science texts and develop academic vocabulary. There will be an emphasis on critical reading and thinking skills. This course can be used to satisfy liberal arts and sciences elective requirements. No prerequisite. Co-requisite: Any 100-level class in HIS, PSY, SOC, or ANT. 3 cr. hrs. Successful completion of RDG 295 will satisfy the RDG 099 requirements.
- ▶ **Rationale:** Currently, students with a RDG 099 placement are blocked from taking certain social science courses. This course will allow those students to take HIS 101, PSY 101, SOC 101 or ANT 101 as long as they are simultaneously enrolled in RDG 295. By more clearly connecting reading instruction with requirements of social science courses this co-requisite model will optimize opportunities for students to apply critical reading strategies directly to required coursework.

# College Seminar

- ▶ Personal Growth & College Life is a 3 credit college seminar course designed for students taking 2 or more developmental courses.
- ▶ Students in 1 developmental course and students without a developmental placement take a 1 credit version of this course.
- ▶ Course offers additional support and academic survival skills
- ▶ Topics discussed include time management, stress management, note taking, study strategies, reading strategies, goal setting, careers, library skills, research skills, electronic communication

# Academic Literacy Center

- ▶ Lab component of RDG 098, 099, 096 – Independent practice using My Reading Lab (Pearson)
- ▶ Faculty Coordinator handles scheduling, staffing, training, and coordinating programming.
- ▶ Recently added several services for developmental and non-developmental students
  - ▶ Academic advisement for students currently enrolled in any RDG course or COL 105.
  - ▶ Weekly literacy workshops on active reading, study strategies, and critical reading
  - ▶ One on one and small group tutoring
  - ▶ Resource library for faculty



## Academic Literacy Center (Islip Arts 116)

### Spring 2020

**Drop-in Tutoring & Advising:** Literacy tutoring is available for all SCCC students during these hours. Students can bring in a challenging assignment or text to work on with a tutor. Drop in advisement is available for students currently enrolled in an RDG 098, 099, 295 or COL 105 course. ***Mondays 12pm-1pm, Thursdays 2pm-3pm***

**Drop-in Active Reading Workshop:** This weekly workshop is designed to assist students in becoming more efficient and effective readers. Topics will include the reading process, note taking, annotating, concept mapping, and drawing upon prior knowledge to increase comprehension and promote meaning making. ***Mondays 2pm-3pm***

**Drop-in Study Strategies Workshop:** This weekly workshop will provide students with a variety of study strategies to try as well as assistance with time management and organization. If you're feeling overwhelmed by your workload, we can help! ***Wednesdays 2pm-3pm***

**Drop-in Critical Reading Workshop:** This weekly workshop is designed to complement the RDG 295 course but is open to all. Topics will include identifying bias, recognizing author's intent, tone and diction, identifying theme, understanding fallacies, evaluating sources, developing an argument, and research skills. ***Tuesdays 2pm-3pm***

**Tutoring & Advisement by Appointment:** Contact the Academic Literacy Center Coordinator, Professor Weinstein-Zeolla, at [weinstm@sunysuffolk.edu](mailto:weinstm@sunysuffolk.edu) or 451-4836 to schedule an appointment.

A strong foundation in literacy is essential for success in the classroom and the workplace. In the Academic Literacy Center we are dedicated to facilitating student achievement and academic success. The Academic Literacy Center offers a range of services tailored to the individual needs of both students and faculty.

<p>Services for students taking Academic Literacy courses:</p> <ul style="list-style-type: none"> <li>• A dedicated lab course offered in conjunction with their RDG lecture course</li> <li>• An individualized curriculum targeting specific needs</li> <li>• Open hours for tutoring and enrichment</li> <li>• Advisement by appointment</li> </ul>	<p>Services offered to all SCCC students during open hours and by appointment:</p> <ul style="list-style-type: none"> <li>• Assistance with academic readings</li> <li>• Note-taking and annotating instruction</li> <li>• Study skills practice</li> <li>• Reading strategy instruction for increased comprehension and retention</li> <li>• Assistance with organizational and time management strategies</li> </ul>
<p>Services offered to faculty:</p> <ul style="list-style-type: none"> <li>• Assistance with incorporating reading strategies into instruction to increase student engagement with course texts (in any discipline)</li> <li>• Ideas for addressing individual student concerns in the classroom</li> <li>• Access to print resources to increase knowledge of the field of literacy</li> </ul>	<p>Common concerns addressed in the Academic Literacy Center:</p> <ul style="list-style-type: none"> <li>• Vocabulary development</li> <li>• Reading comprehension</li> <li>• Study skills</li> <li>• Critical thinking</li> <li>• Test-taking strategies</li> <li>• Note-taking strategies</li> <li>• Concept mapping</li> <li>• Active reading skills</li> <li>• Organization &amp; time management skills</li> <li>• Establishing positive reading habits</li> </ul>

For more information about the Academic Literacy Center, please contact the Literacy Center Coordinator, Professor Melanie Weinstein-Zeolla, via email at [weinstm@sunysuffolk.edu](mailto:weinstm@sunysuffolk.edu) or by phone at 451-4836.

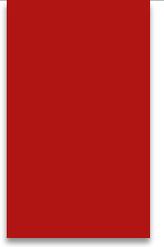
# Challenges

- ▶ Advisement
- ▶ Diminishing numbers of full-time faculty
- ▶ Inconsistent messages from upper administration
- ▶ Uncertainty - currently searching for a permanent college president
- ▶ Budgetary constraints – misconceptions about student support

# Plans for the Future

- ▶ Continue to publicize the support available in the Academic Literacy Center
- ▶ Complete the revision of RDG 101
- ▶ Get RDG 295 on the books as a permanent course – currently a special topics course
- ▶ Increase collaboration with social science/humanities faculty
- ▶ Advocate for RDG 098 & 099 to remain as is

Questions?



# Thank you for joining us today!

## ▶ **Contact Information**

- ▶ Diane Bosco – [boscod@sunysuffolk.edu](mailto:boscod@sunysuffolk.edu)
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