

Level UP:
Online Tutorial
in the
Co-Requisite Classroom
PILOT FALL 2019



ABRAHAM BALDWIN
AGRICULTURAL COLLEGE

BAINBRIDGE

Tammy Hinson, Associate Professor of Reading and English
Sherri Newberry, Assistant Professor of English



WE ARE
thankful
FOR YOUR SERVICE
HAPPY VETERANS DAY



For every **10** freshmen
seeking an associate degree:



5 require remediation



Fewer than **1**
graduate in 3 years



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1. GOAL: To accelerate students' completion of gateway course: ENGL 1101.



Improve Credit Hours Earned by Remedial Students...
MOMENTUM YEAR!



Home » About CCG » Completion by Performance

Completion by Performance



also known as learning support. These courses, although delivered at a college, do not count toward degree and certificate program credit important pathway for students who would otherwise not be given the opportunity to complete college.



2017-2018 Passing rates
for
ENGL 1101 & 1102

Course	DFWI	1 st Year (DFWI)
ENGL 1101	42.8%	29%
ENGL 1102	31.7%	18.2%

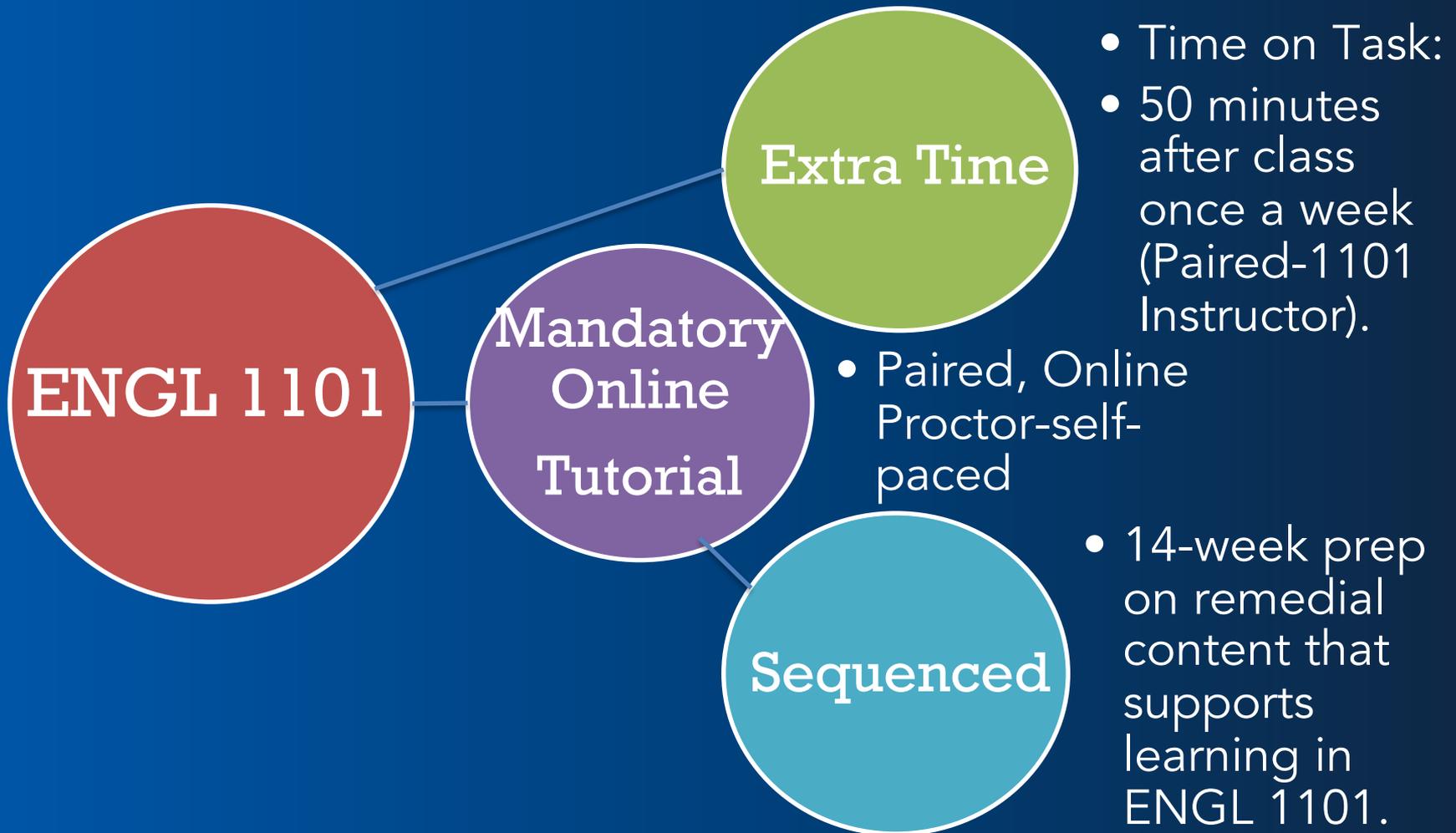
2. To accelerate students' mastery of college-ready skills

3. To help corequisite students continue to succeed across the curriculum.

**ENGL 0099-ONLINE
READING & WRITING TUTORIAL**

PILOT

Why an Online Tutorial? Course Redesign...



Course Design...



ONLINE TUTORIAL PILOT COURSEVIEW FOR ENGL 1101

ABAC's Online Reading and Writing Tutorial

This integrated reading and writing tutorial is designed to accelerate academic reading and writing skills to help meet the requirements of ENGL 1101. The purpose of this tutorial is to further develop academic vocabulary, academic research and writing skills, and the ability to read and think analytically and critically about the written word. The weekly tutorial includes self-paced individual work, writing workshops, guided practice, quizzes, and assisted learning.

Topics of Learning:

Unit One-Reading Strategies

- A. Week One: Main Idea-Determine Main Idea
- B. Week Two: Audience Purpose and Tone
- C. Week Three: Literary Devices-narrative point of view, interpret and classify figures of speech, analyze the effects of figures of speech on meaning and tone
- D. Week 4: Analyzing literature
- E. Week 5: Analyzing Informational Texts

Unit Two-Vocabulary Strategies

- A. Week 6: Prefixes and Suffixes
- B. Week 7: Greek and Latin Roots
- C. Week 8: Context Clues Denotation and Connotation

Unit Three-Writing Strategies

- A. Week 9: Organizing Writing (organize by main idea, broadest to narrowest)
- B. Week 10: Topic sentences and thesis statements
- C. Week 11: Developing and supporting arguments
- D. Week 12: Persuasive strategies (appeals-ethos, logos, pathos)
- E. Week 13: Editing and Revising (Build in Grammar and Mechanics)
- F. Week 14: Citations (MLA, 8th Edition)

Grading Criteria: 30% of students' overall average in ENGL 1101. Students must earn 70% or higher on Module Test.

Content for each Module:

- A. Skill Overview
- B. Mini-Lesson (video)
- C. Notes Handout
- D. Individual Practice (answers provided)
- E. Module Test
- F. Reflection/Discussion



Announcements ▾

Happy November: Four Weeks to Go! ▾ X

Posted Nov 4, 2019 8:53 AM

Hey Scholars:
This post is just a quick reminder that you should be pacing yourself and completing

Content Browser ▾

Calendar ▾

Sunday, November 10, 2019 ▶

Search Topics 🔍

Table of Contents ▾

Print ⚙️ Settings

Import Course ▾ Bulk Edit Related Tools ▾ Expand All | Collapse All

- Overview
- Bookmarks
- Course Schedule
- Table of Contents 14**
- Unit One: Reading Strategies 13
 - Starts Aug 13, 2019 12:00 AM
 - Welcome to Unit One: Reading Strategies. This unit offers instruction in academic reading skills that will help you analyze and interpret a variety of texts. The topics listed below will be covered in this unit, and you will be given a week to complete the module work for each topic. Keep in mind the score earned on the Module Test for each topic will be recorded in the gradebook. Please reach out to me if you have questions or need assistance.
 - Topics:
 - A. Week One: Main Idea-Determine Main Idea
 - B. Week Two: Audience Purpose and Tone
 - C. Week Three: Literary Devices
 - D. Week 4: Analyzing literature
 - E. Week 5: Analyzing Informational Texts
 - Upload / Create ▾ Existing Activities ▾
 - Meet Professor Hinson ▾ Web Page ✓
 - Week One: Main Idea ▾ 12
 - Starts Aug 13, 2019 12:00 AM
- Unit One: Reading Strategies 13
 - Starts Aug 13, 2019 12:00 AM
 - Strategies
 - Begin August 13
 - Week Three: Analyzing Informational Text
 - Begin August 28
 - Week Four: Informational Text: Analyzing and Evaluating an Argument
 - Begin September 3
 - Week Five: Analyzing Literature
 - Begin September 10
 - Unit Two: Grammar and Mechanics
 - Begin September 18

Course Design

Getting Started With ABAC's Online Reading and Writing Tutorial1

Meeting start time: Wednesday, August 21, 2019 11:17:02 AM

Organizer: Tammy Hinson

Building Course Content

- A. Look for resources in the public domain.
- B. Locate Instructor-friendly websites that allow for reproduction of materials (e.g. OWL at Purdue).
- C. Subscribe to online programs designed for teachers (e.g. Pearson English, Townsend Press).



Writing a Topic and Main Idea

What is the difference between a topic and a main idea?

Topic

The topic is the general subject of a paragraph or essay.
Topics are simple and are described with just a word or a phrase.

Main Idea

The main idea is a complete sentence; it includes the topic and what the author wants to say about it.
If the author states the main idea in his paragraph it is called a "topic sentence."

Writing the Topic and Main Idea

Find the Topic

- Ask yourself, "Who or what is the paragraph (or article) about?" or "What is the author teaching me about?"



**THE
SAMPLES**

How words change minds. ▾

posted Oct 28, 2019 1:34 PM ☆ [Subscribe](#)

Words can change your mind in a negative or positive way. Saying you cant do something is training your mind not to perform in a strategic way to get something done. It may be something that is important to you, but your though process will have you procrastinating, taking your time knowing its important. So I believe if you want positive results or you want to be successful always think positive and tell yourself daily that "you can do it"!

The Power of Words... ▾

☆ [Subscribe](#)



After viewing this video, please share your thoughts on how words change minds.

Individual Practice

REVIEW QUESTION

Read the passage.

The Jump Shot: A Game-Changing Move

When Dr. James Naismith invented the game of basketball at Springfield College in 1891, he incorporated aspects of existing games such as rugby, soccer, and lacrosse and established thirteen rules for play. None of these thirteen rules entailed keeping both feet on the ground; still, for the next several decades, basketball was a sedate game with few fast moves or high jumps. In fact, in the 1930s, when University of Missouri player John Cooper tried an innovative play—jumping while shooting—his coach pulled him out of the game. However, after watching Cooper perform the move in practices, the coach eventually had a change of heart and allowed Cooper to use the jump shot at games. Meanwhile, similar situations were taking place at other colleges. As a result of the tradition-breaking moves of a few unorthodox players, the jump shot caught on and became an integral part of the game.

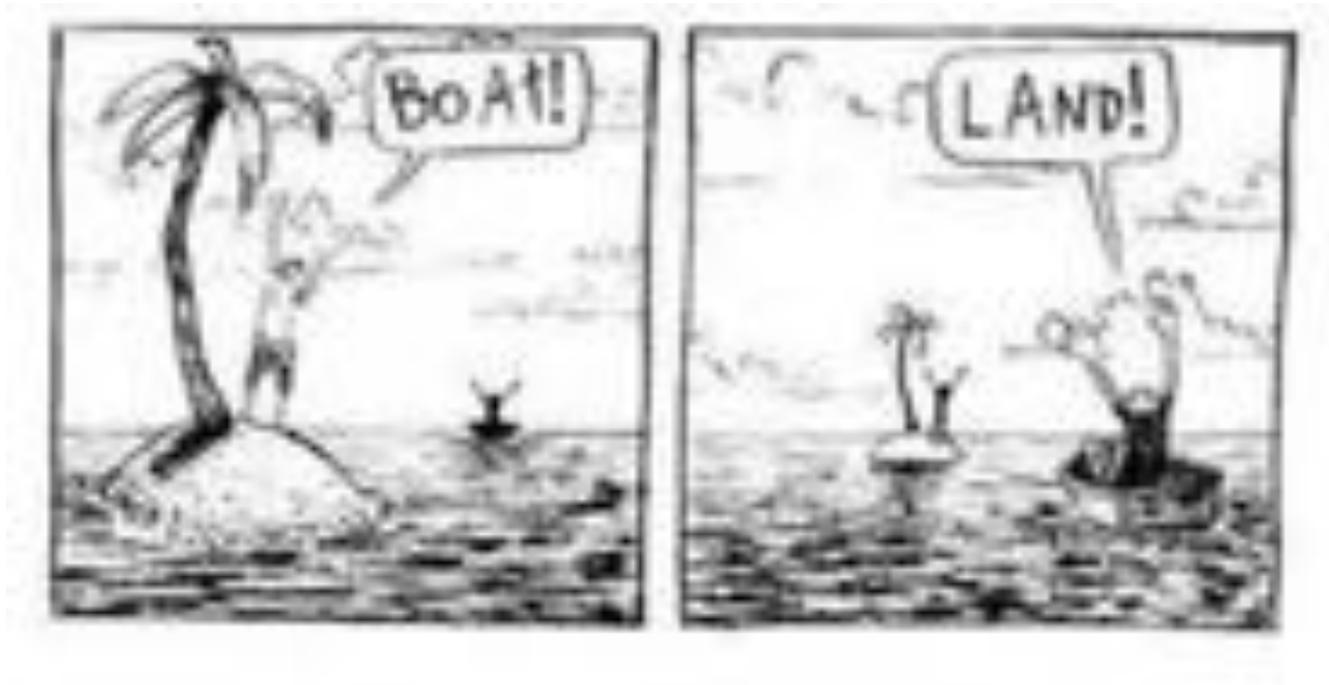
What is the main idea of the passage?

- ➡ Because the inventors like John Cooper challenged the conventions of basketball, the jump shot became a popular move.

Feedback:

The main idea of the passage is *Because innovators like John Cooper challenged the conventions of basketball, the jump shot became a popular move.* The following information from the passage helps to develop the main idea: **However, after watching Cooper perform the move in practices, the coach eventually had a change of heart and allowed Cooper to use the jump shot at games.**

An Instructor's Perspective



Perspective...

Sherri Newberry

Course Management

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<input type="checkbox"/>	Week 14 Attendance	Numeric	-	10	7.692307692

<input type="checkbox"/>	Online Tutorial				30
<input type="checkbox"/>	Individual Practice: Main Idea	Numeric	Quizzes	10	1.257861635
<input type="checkbox"/>	Main Idea Module Test	Numeric	Quizzes	50	6.289308176
<input type="checkbox"/>	Audience Purpose and Tone Individual Practice	Numeric	Quizzes	10	1.257861635
<input type="checkbox"/>	Audience Purpose Tone Module Test	Numeric	Quizzes	100	12.578616352
<input type="checkbox"/>	Individual Practice: Analyzing Informational Text	Numeric	Quizzes	5	0.628930818
<input type="checkbox"/>	Module Test: Analyzing Informational Text	Numeric	Quizzes	50	6.289308176
<input type="checkbox"/>	Individual Practice: Analyzing and Evaluating Arguments	Numeric	Quizzes	5	0.628930818
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<input type="checkbox"/>	Individual Practice: Analyzing Literature	Numeric	Quizzes	5	0.628930818
<input type="checkbox"/>	Module Test: Analyzing Literature	Numeric	Quizzes	50	6.289308176
<input type="checkbox"/>	Individual Practice: Fragments and Run-ons	Numeric	Quizzes	5	0.628930818

Student Perspective



Lessons Learned in helping students level up!...



Yes, the elevator gets stuck at times....

- ❖ Learning techniques
- ❖ Benchmarks
- ❖ Testing
- ❖ Online Attendance



Next Steps

- Survey Students and Instructors
- Gather Comparative Performance Data For ENGL 1101
 - Fall 2019 Learning Support Students/Traditional Students
 - Fall 2019 Learning Support Students/Fall 2018 Learning Support Students

QuestionLot

1

2

3

4

5

6

7

8

Have A Question?
Park It Here!

Tammy.Hinson@abac.edu

Thank you!