

LC program goals and mission statements

As a learning community, we sought to improve developmental student success in a class (Intro to Sociology) that developmental students routinely enrolled in. As writing instructors, we attended the sociology class, helped with note taking and used sociology writing assignments as our assignments.

Syllabi from LC courses

Course Objectives:

This course encourages students to improve their critical thinking skills, reading comprehension, and writing proficiency for inquiry, learning, thinking, and communication. The class will review paragraph and essay structure plus common errors in grammar that affect comprehension. We will also work on reading comprehension and analysis. Students will read, discuss, and respond to a variety of intellectually stimulating texts of different genres. Students therefore will have experience analyzing written texts and writing for different audiences and purposes. Students will work individually and collaboratively in the producing, revising, and editing of written work. Central to the objective of this course is the development in understanding of and implementing the writing process: generating ideas, producing multiple drafts, revising, and editing. This course helps prepare students for required composition courses and for other academic classes.

Required Materials:

- * *Blue or Black Pen*
- * *One or more brightly colored pens or highlighters*
- * *Notebook for notes*
- * *Flash Drive*
- * *Headphones*

Required Textbook: Pathways: Scenarios for Sentence and Paragraph Writing by

Kathleen McWhorter. Included with the text is the My Writing Lab software. You will be expected to do in and out of class work on the computer.

Journal: You will keep a journal with at least 2 entries per week.

Portfolio: You will be expected to keep a portfolio of all written work for the semester. Much of your writing may be in progress throughout the semester. Some of your writing may be used for subsequent writing courses.

Grading: Pass/Fail based on a 70% average of all course assignments.

Workshops: All papers must be word processed in 12 Pt. Times New Roman font. You will receive points for completing the Writer's Workbench orientation.

Tests and Attendance Policies: In order to be a successful student and maximize your learning, consistent attendance and active participation in class is essential and expected. The majority of your grade will come from bookwork, quizzes, journals, and writing assignments. Attendance is taken daily. If you must miss a class it is your responsibility to get notes and assignments from a classmate or your teacher. Students absent on the day of a quiz must make it up by scheduling an appointment with the teacher in the student resource center. Assignments are required to be turned in by the due date.

Student Accommodations: NIACC strives for student centered, quality education with flexibility to allow for student's individual differences. If you require specific accommodations please see me privately so I can make arrangements to provide the best learning environment for you.

Optimal learning requires both the instructor and the student. I am responsible for providing clear information and instruction, being open to questions, being available to assist students, and for providing prompt feedback. The student is responsible for coming to class prepared, reading the material, asking questions, participating, and seeking knowledge. If we both do our part, the learning process will be successful. However, if one of us fails to meet our obligations, the learning process will be hindered. In fact, if the student does not come to class prepared to learn and open to the process, learning will not take place no matter how good the instructor is.

Participation: My experience has shown that those students who participate in class usually learn the most. To encourage you to participate, I offer points for your grade by being in class *and* participating in the activities. Missing class occasionally will not hurt you, but being habitually absent will damage your grade. If you know if a day that you must miss, let me know early on so we can work around it.

Late Work: All assignments are due when I ask for them and any essay turned in after that will be considered late and will have an automatic 10% reduction of the final score. Every additional day an assignment is late will reduce the final grade another 10%. So, if an assignment is due Tuesday, and you turn it in Thursday, then you will lose 30% of your grade on that assignment. If you must email me an essay, that's fine. Just be sure to get it to me before the time it is due.

Plagiarism: Plagiarism is any act in which a writer uses someone else's words or ideas without crediting the source. This includes gathering information from websites and "putting it in your own words" without indicating you have done so. **PLAGIARISM IN ANY FORM—INTENTIONAL OR NOT—IS NOT TOLERATED AND WILL RESULT IN SCORE OF 0 FOR THE ASSIGNMENT.** You will also be reported to the college, who will document and keep a record of the plagiarism. If you plagiarize a second time in my course, you will automatically fail the course. Repeated offenses of plagiarism could lead to your dismissal from college programs and difficulty when trying to transfer to another college. If you are uncertain about what needs to be cited, please talk to me *before* you turn in an essay.

Cell Phones/Pagers need to be turned to silent or off during class. Messages can be checked between classes.

Organization chart or description of administrative structure for the LC program

Assignments that facilitate integrative or interdisciplinary learning and thinking

Writing assignments were taken from the sociology class and text. Discussion centered around concepts and reading dealing with social problems and methods.

Promotional materials aimed at students (any format—print, video, audio)

Promotional poster was produced. “I Want to be a Double Dipper” was the theme.

Outreach materials to people on campus (especially for advisors and counselors)

I can only say they were made aware.

Application forms for LC teams, or faculty wanting to propose new learning communities

For this learning community, I did not fill out a formal application.

Assessment plans for the LC program overall

We compared the developmental (those who failed the Compass test in writing) student with non-developmental students (those who passed the Compass test in writing) who took the same class. We found no significant difference.

Previous classes with developmental students in this class had a higher fail rate.

Specific assessment tools used in your LC program or in LC classrooms

Grade in the sociology class. A comparison. We also assessed by a review with each instructor what problems they identified throughout the course, referring to journal notes.

For example, ability to read the text book was a largely problem than we had expected and will try and add a more effective reading component next year based on this observation.

Professional development materials—booklets, handbooks, workshops—designed for LC teaching teams

Other than personal exploration, I have not seen any booklets or handbooks. However, I have attended many workshops.

Materials developed for peer tutors, for residence advisors, or for others participating in the learning community

Unknown.