Grossmont College

2019-2020 Academic Year

HANDBOOK

English Embedded Tutors

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Acknowledgements

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English Embedded Tutor Handbook

Fall 2019-Spring 2020

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Embedded Tutor Program

Overview

Mission & Goals of the Tutor Program

Mission Statement

The mission of the Grossmont College English Embedded Tutor Program is to engage, retain, and empower students to persist in their educational and professional goals. Through an effective collaboration between instructor and tutor, and the utilization of the pedagogy and methodologies of acceleration, we aim to foster a supportive classroom environment that will challenge students to reach new heights in their learning.

Program Goals

- To support students in becoming better readers, writers and critical thinkers with the extra support of a trained classroom tutor

- To inspire students through having a class tutor who also acts as a guide and model academic

- To create a partnership between instructor and embedded tutor that increases productivity and depth of learning during group work, one-on-one tutoring and other class activities

- To support the growth of tutors in their educational and professional goals and offer a rewarding experience that will allow them to build their interpersonal and leadership skills, develop their teaching philosophy through mentorship by a seasoned instructor, and expand their resume

Embedded Tutor Roles & Responsibilities

What is an embedded tutor?

An embedded tutor is a co-educator who works closely with the instructor inside and outside the classroom to support students for the duration of the course. The embedded tutor serves the students as:

- a tutor — helping students understand content and become better readers, writers, and critical thinkers
- a guide — empowering students to succeed and take advantage of the campus and community resources available to help do so
- a model academic — demonstrating successful learning strategies, habits and behaviors
- a co-facilitator — collaborating with the instructor to strengthen student success and persistence

What are the primary ways embedded tutors support student learning?

- They give students a chance for more individualized attention and feedback during class activities and after class.
- They identify "gaps in knowledge" and reinforce key concepts as needed.
- They reinforce study skills and strategies to support students in becoming independent, active learners.
- They support the instructor in creating a dynamic learning environment.
- They model the behavior and habits of a successful learner with a positive, growth-oriented attitude.
- They expose students to tutoring who may not seek it otherwise.

In what ways do embedded tutors function inside as well as outside the classroom?

The tutor may engage in the following types of activities:

- provide one-on-one assistance to students in reading and writing both during and after class
- help facilitate small group discussions and whole-class activities
- offer personalized, supplemental instruction on course content to students with different learning styles
- organize and facilitate study groups
- read and respond to first, non-graded drafts of essays
- read and respond in online discussion forums
- offer the perspective of an experienced student in class discussions
- provide feedback, answer questions, pose questions and encourage students to "dig deeper" during class activities
- in concert with the instructor, design lessons to supplement curriculum
- identify and share with the instructor artifacts (e.g., films, ads, current events, social media activity) that are relevant to the course theme
- function as a second set of "ears and eyes" for the instructor to help ensure all students are engaged and that challenges they might face are appropriately addressed
- meet regularly with the instructor to review roster and discuss student progress
- check in with students who are absent
- return student work

Please note that embedded tutors should *not* take on the role of the course instructor, such as:

- be in the classroom or lead the class without the instructor present
- assign final grades on any papers or assignments (commenting on them is okay)
- discuss grades with students
- enforce classroom discipline policies
- pick up copies

What are the benefits of being an embedded tutor?

- It is a rewarding experience helping students learn and achieve their goals!
- It improves one's communication and leadership skills.
- It allows one to gain experience as an educator in a community college.
- It provides an opportunity to participate in an educational movement that promotes student equity.
- Embedded tutors become better readers, writers and critical thinkers through teaching others these skills.
- It builds a strong foundation for a career in teaching, management and a variety of other fields.
- The experience looks fantastic on a resume.

Other Important Responsibilities

- Before the semester starts, let the instructor know what you feel your strengths and weaknesses will be as a tutor and how they can support you.
- Show a willingness to learn. For example, ask the instructor for help if he or she asks you to engage in something that you do not feel qualified to do.
- Be proactive in asking the teacher any questions you might have, and be open to the instructor's suggestions.
- Listen closely to the instructor's introduction to each lesson or activity and support the objectives of the lesson as you work with students to meet these goals.
- Be a positive role model in the classroom.
- Be patient and polite with the students and the instructor.
- Maintain the confidentiality of the students and instructor outside of the classroom.
- Be accepting of a variety of learning styles and other characteristics that make Grossmont College's student body diverse and rich (in terms of race, culture, sexuality, etc.)
- In the event of an emergency, such as a medical emergency, please be aware that there is a red button on the phone in each classroom that will immediately dial 911.

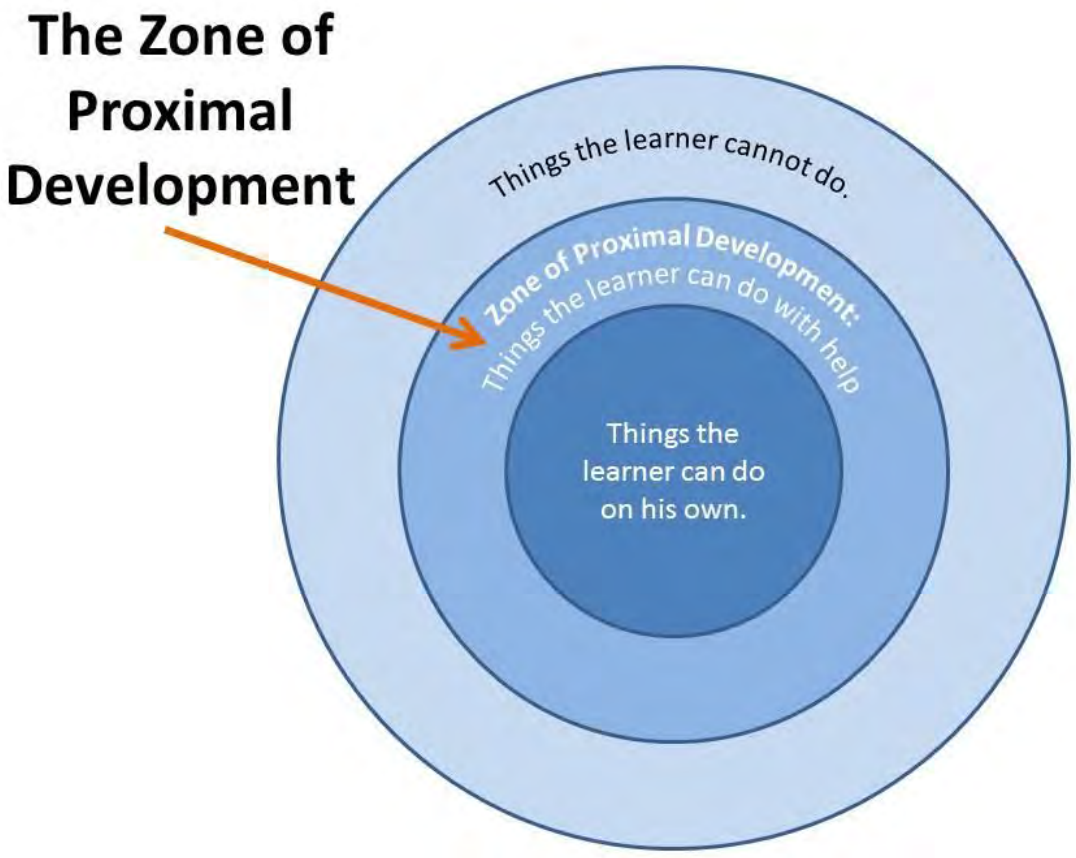
Where to Meet with Students

Unfortunately, at this time, we don't have a dedicated space for embedded tutors to meet with students on campus. However, you have several options on where you can meet with students outside of class in the meantime:

- Use the tables outside Building 52 near the exterior English Professor offices.
- Use the classroom if it is available after your class ends. This is typically the case only for classes in the late afternoon or evening.
- Book a room in the Learning and Technology Resource Center through WC Online. The rooms are 70-225, 226, 227, and 228. Just a note that these have limited availability.
- Book a library study room which are located on the first floor. To do so, check in with the library receptionist on the left when you walk in.

The Zone of Proximal Development

The expertise of tutors lies somewhere between the experienced teacher and novice student. Tutors play a vital role in empowering students and helping them reach higher levels of learning, as demonstrated in psychologist Lev Vygotsky's famous theory represented below.



The Four Goals of Tutoring

1. Foster independence

   A tutor's most important goal is to help students become independent learners. While a student will often want you to help them finish an assignment, your goal must always be to *foster the student's ability to leave the session and complete the assignment on his or her own*. Because of this, it is better to think of yourself as a partner in the student's learning process rather than as an arbiter of correct information. Students will seek you out thinking that this is your role—to tell them the correct answers to their questions. It will be, at times, difficult to resist the urge to do so, especially since there is immediate short-term gratification for doing so: the student feels assured of a higher grade because they now have been told answers that they were lacking, and the tutor feels appreciated for knowing those answers. However, the long-term rewards for the student are little—he or she might do better on that particular assignment thanks to your help, but you will not have imparted the learning tools necessary for the student to be an *independent learner* on future assignments. You might cultivate a following of genuinely appreciative

students, and you will feel good about yourself and the job you're doing, but such students will depend on you again and again to tell them the answers they need for the next assignment, and the next after that. This is counter to our mission. Instead, though it might cause you to be less popular, and it might cause the student to struggle with the assignment they are facing, you must set aside your desire to "fix" the student's work and instead try to address the underlying issues that student might be having with broad concepts in critical thinking, self-initiated inquiry, essay organization, English grammar, and so on.

2. Stimulate active learning

   The tendency for many students is to see themselves as passive receptors of knowledge rather than as active participants in the learning process. Our second goal is to help them understand their responsibility and agency as learners. Active learning, in particular, helps students practice self-expression, critical thinking, and self-initiated inquiry. Active learning occurs when the student does something to participate in the session beyond simply receiving advice from you. This usually means that you encourage the student to provide ideas, commentary or criticism on their own work, or that you help the student to arrive at a conclusion without stating it for him or her. Encourage active learning by starting activities and asking students to finish them, either with your help or on their own, and then working through the learning process with them as a partner rather than an authority.

3. Foster mastery of the material

   Mastery of the material means knowing facts and concepts, having a command of the thought processes related to the material, and being able to think critically about topics within a specific subject area. Students will often be concerned with the correctness of their work, because they want to get good grades. In the tutoring session, you must shift the focus of the learning from judging the correctness of the answers to guiding the process of discovery. Lead when the student needs leading, but encourage the student to lead the process as much as possible, and always with a focus on what can be known given the available tools and resources—mastery means not only being able to recall and contextualize information, but being able to find it in a textbook, prompt, class notes, or reference book. Whenever warranted, help students look up the answers to their own questions in the resources that are available

to them. While this will at times seem tedious or circuitous, especially if you already know the answer, imparting that knowledge is less important than modeling good student behavior. This includes sometimes looking up the answers, even when you or the student already knows them.

4. Increase self-esteem

   Many students who seek tutoring have doubts about themselves as learners. When students complete difficult learning tasks, your positive feedback can give them a sense of accomplishment, increasing their self-confidence and the likelihood that they will attempt future such tasks on their own. When the student completes a task that you have given them, understands the concept you are discussing or has arrived at a strong idea on his or her own, acknowledge it verbally and integrate it into the session. Students often lack the signposts to help them differentiate good student behavior from bad, so whenever possible, acknowledge the good. Moments of independence, creativity, inquiry, or analysis are always good, even if they are not directly related to the task at hand. Be adaptable, and be aware of and reward appropriately such moments of increasing proficiency.

Supporting Independent Learners

As a person engages in the higher stages of cognition, they encounter what neuroscientists refer to as *productive struggle*. Engaging in productive struggle challenges learners to grow their cognition through making independent choices based upon the knowledge acquired through lower order thinking skills (memorizing). Through this process, dependent learners become independent learners.

Becoming an independent learner is very important in college because students spend much less time in class receiving instruction and support and more time outside of class processing concepts and doing homework on their own.

However, not all students are granted the same opportunities to develop as independent learners. Educator Zaretta Hammond notes, "Classroom studies document the fact that underserved English learners, poor students, and students of color routinely receive less instruction in higher order skills development than other students (Allington and McGill-Franzen, 1989; Darline-Hammond, 2001; Oakes, 2005)" (12). This imbalance stems from stereotypes, lack of resources in schools, etc. As such, many students enrolled in community college haven't had as many opportunities to develop the skills needed for productive struggle. Tutors can help bridge this gap.

The Dependent Learner	The Independent Learner
Is dependent on the teacher to carry most of the cognitive load of a task	Relies on the teacher to carry some of the cognitive load temporarily
Is unsure of how to tackle a new task	Utilizes strategies and processes for tackling a new task
Cannot complete a task without scaffolds	Regularly attempts new tasks without scaffolds
Will sit passively and wait if stuck until teacher intervenes	Has cognitive strategies for getting unstuck
Doesn't retain information well or "doesn't get it"	Has learned how to retrieve information from long-term memory

*Adapted from the @ONE "Humanizing Online Teaching and Learning" course.

Professionalism

As the tutor, one of your many roles is to serve as a model academic. You must set a good example for students and contribute to a professional environment in the classroom.

10 Guidelines for Maintaining Professionalism

1. Make careful note of the hours you work each week (including days and times). The position includes about 6-10 hours of paid work per week that must be submitted weekly on Workday and WC Online. The total will vary week to week. These hours include class time, one-on-one time with students, preparation for class, meeting with the instructor, and monthly tutor meetings. You must not exceed 10 hours per week per class you are assigned to.

2. Arrive early to class and remain engaged the entire time. If you are not facilitating group work or contributing to the class discussion, take notes during lecture; write down important points the professor makes and highlight areas of the text that the instructor stresses are important. Another option for aspiring teachers is to keep a journal of observations and questions that come up about the art of teaching as you watch the instructor. Demonstrate good classroom etiquette.

3. Do not use your cell phones or laptops in class unless it is for a class-related reason. Remember you are acting as a role model in the classroom.

4. Do not engage in friendships with students that could jeopardize your ability to remain professional and in a position of authority. Maintain boundaries.

5. You are advised not to exchange your email or phone number with students. This is to protect your time outside of paid hours and keep the relationship professional. If you find it necessary to share your email with students to set up appointments with them outside of class time, make sure to set boundaries. It

is also recommended that you cc the instructor on any communication with the student so the teacher can stay in the loop.

6. Respond to emails and/or phone calls from the instructor within 24 hours. And if you are sick or cannot attend class, make sure to notify the instructor in advance over email or by phone. Make sure to also respond to emails from the English Embedded Tutor Program Coordinator and other program staff within 48 hours.

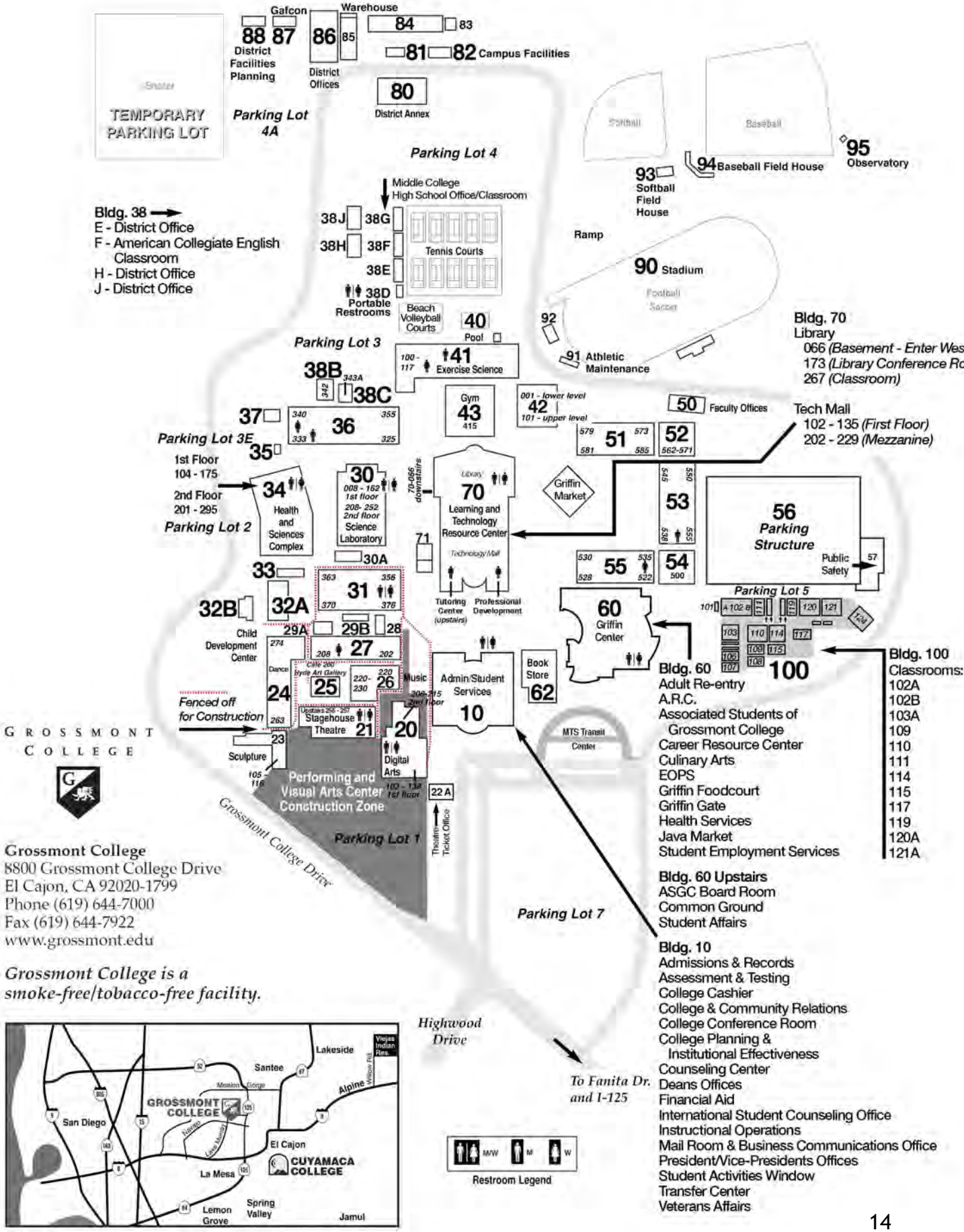
7. Do not engage in negative talk about the professor with students.

8. Come to each class session prepared, having closely read and annotated the readings in advance to successfully support student learning.

9. Attend all required trainings outside of class time.

10. Act professionally.

Grossmont College Campus Map



GROSSMONT COLLEGE

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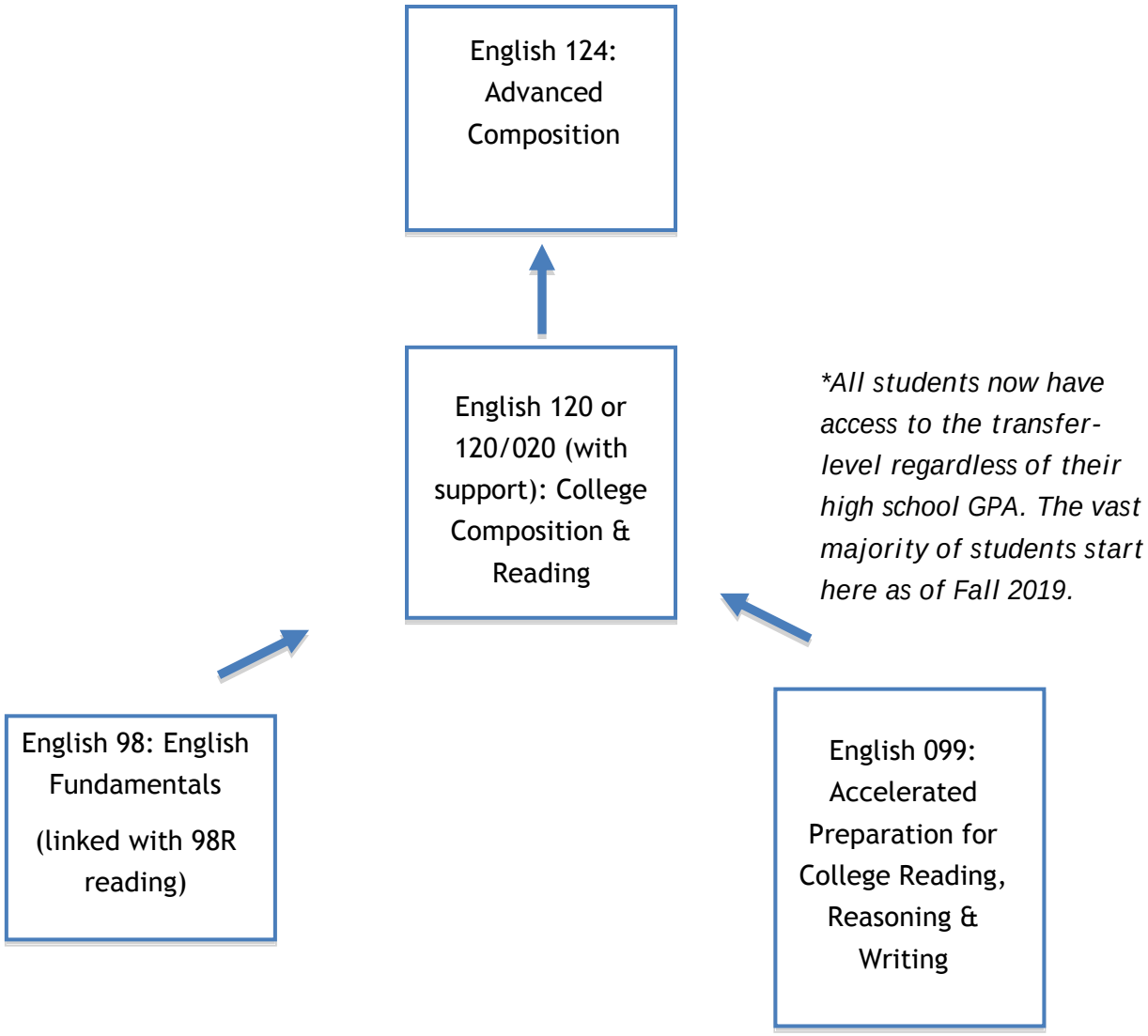
Grossmont College is a smoke-free/tobacco-free facility.

Section 2:
Acceleration Philosophy

Grossmont College Composition Pathways



Student Learning Outcomes

What are Student Learning Outcomes (SLOs)?

Course-level SLOs focus on what a student will be able to do as a result of successfully completing a course. These address the measurable and observable outcomes you expect to see in a student at the end of the semester in terms of knowledge, skills, and attitude.

The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful. SLOs also let students know what they can expect to attain as a result of completing the course.

English 099 SLOs:

Upon completion of this course, English 099 students will be able to do the following:

1. Strategically read and comprehend college-level texts.
2. Compose a well-developed, thesis-driven synthesis paper.
3. Demonstrate an increased belief in one's capacity to learn.

English 120 and English 120/020 SLOs:

Upon completion of this course, English 120 students will be able to do the following:

1. Demonstrate knowledge of important rhetorical concepts such as audience, purpose, genre, and context.

2. Identify and analyze rhetorical and organizational strategies from a variety of texts and employ appropriate strategies to compose thesis-driven essays.

3. Construct logically developed essays that synthesize, integrate, and contextualize multiple outside sources (through quotations, paraphrasing, and summary) with their own voice, analysis, or position, using appropriate documentation.

CAP Design Principles

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1. Relevant Thinking-oriented Curriculum: This kind of curriculum asks students to engage with issues that matter, wrestle with open-ended problems, and use resources from the class to reach and defend their own conclusions.

2. Just-in-time Remediation: This approach provides only the support students specifically need (as that need arises) to grapple with challenging college-level tasks. It includes individualized grammar guidance based on students' writing and a certain level of flexibility in the curriculum to account for basic skills the students demonstrate a need for.

3. Backwards Design from College-level Courses: Backward design holds that a developmental course should look and feel like a good, standard college English course, only with more support and guidance. This means that students must leave with skills such as how to research and how to break down complex texts on meaningful topics.

4. Intentional Support for Students' Affective Needs: Pedagogical practices are employed to reduce students' fear, increase their willingness to engage with challenging tasks, and make them less likely to sabotage their own classroom success.

5. Low Stakes, Collaborative Practice: In-class activities worth no or low points are designed to give students practice with the most high-priority skills and content needed for later, graded assessments.

REMEDIAL EDUCATION **REFORM**
And The Classroom

Developmental education is under an uncomfortable microscope these days. President Obama has called for dramatic increases in completion of post-secondary credentials, and legislators and policy makers have zeroed in on reform of remedial education as essential to meeting this goal. Four national organizations have called for an overhaul of English and math remediation that includes placing most students directly into credit-bearing college courses; tailoring math remediation to students' chosen academic pathways; eliminating multi-level remedial sequences; and offering less prepared students redesigned accelerated classes or enrollment in a college-level course with additional concurrent support.

The movement to reform remedial education is spurred by three important trends in the national research on community colleges: 1) studies showing that huge numbers of students drop out before making meaningful progress in college, and that the more layers of remedial coursework students must take, the lower their completion of college-level English and math;[i] 2) studies questioning the accuracy of the standardized tests that sort students into different levels of remediation,[ii] and 3) studies showing significantly better outcomes among students enrolled in accelerated models of remediation.[iii]

While the research has clarified key problems in developmental education, and pointed toward promising directions for change, an important question is often missing from the conversation: What does instruction look like in an accelerated class? And how is it different from more traditional approaches to remediation? This monograph articulates a set of core principles and practices for teaching accelerated English and math. In particular, it describes how teachers can support students with widely varying backgrounds and skill levels to be successful in an accelerated environment.

Among those new to the idea of accelerated developmental education, there are some common misconceptions about what it entails. First is that acceleration means doing the same things, but faster, and that many students will be left behind. Second is that the increased completion rates among accelerated students must only be possible because curricular rigor is being "dumbed down," or because quality is being sacrificed to "getting students through" an industrial model of education.

We hope this piece can put to rest what we consider false tensions in the above debate.

> **Teaching accelerated courses** has changed my outlook on student capacity. I learned to trust in students' ability to handle challenges and tackle meaningful academic work. With support and scaffolding, students who place three levels below transfer are able to read college-level, full-length texts; write source-based, argumentative synthesis essays; and develop informed perspectives on complex issues such as gang violence.
>
> *Caroline Minkowski* / English instructor
> City College of San Francisco

The principles discussed here are grounded, first and foremost, in our own practice as community college teachers. Between us, we have more than 40 years of combined experience in the classroom. As an English instructor at Chabot College in Hayward, Calif., I teach an integrated reading and writing course that is one level below college English and open to students with any placement score. Myra Snell of Los Medanos College in Pittsburg, Calif., developed and teaches Path2Stats, a one-semester pre-statistics course with no minimum math placement score that is intended for students pursuing non-math-intensive majors. Both of us have seen that students classified as "underprepared" – including those with very low placement scores – are much more capable than is generally assumed. Rather than "dumbing down" the curriculum, we believe accelerated courses should provide more rigorous experiences than those typical of remedial curricula, and we have witnessed that, under the right conditions, teachers can facilitate rapid growth in students' academic literacy and quantitative reasoning.

Traditional models of remediation assume that students need to start with "the basics" and then build their way up to more complicated "college-level" tasks. Reading is broken down into component sub-skills – vocabulary, recognizing main ideas, making inferences – that are then practiced through workbook drills or online exercises. In writing, students are assumed to need to work on their grammar before writing paragraphs, focus on paragraphs before they can write a short essay, and write about personal topics before they create essays based upon readings. In math, it's assumed that students must first be proficient with a large set of arithmetic and algebraic procedures before they can construct an argument with data. Multiple-semester remedial sequences are the logical result of this way of thinking.

We reject the idea that academic literacy and quantitative reasoning are developed through the linear accumulation of sub-skills. It's not necessary for the basics to be separated out and front-loaded before students can tackle more challenging – and frankly, more interesting – tasks. Instead, underprepared students need practice with college-level skills, content, and ways of thinking. They need to reason their way through open-ended questions on topics that matter. They need to *think*. And if, along the way, we see that they are weak in some of the basics, we need to build in targeted support.

We also believe it's not enough to uphold high standards and then blame students if they don't meet them. We're not advocating sink or swim, or the return of the "right to fail." Our role as teachers is to create classroom environments that support students to meet high academic challenges. Two pedagogical elements are essential. First, as we give students college-level tasks, they need low-stakes opportunities in

THE CALIFORNIA **ACCELERATION** PROJECT

Across California, just 16% of community college students who begin three or more levels below college level in writing go on to complete college English within three years. In math, just 6% of students who begin three or more levels below go on to complete a transferable math course.[vii] And because they are more likely to be placed into the lowest levels of remediation, students of color are disproportionately impacted by these high attrition rates. More than half of all black and Latino students in California community colleges begin three or more levels below college math.[viii]

The California Acceleration Project (CAP) supports the state's 112 community colleges in redesigning their English and math curricula to help more students complete transferable gateway courses in English and math.

CAP Principles for Redesigning Developmental Curricula

1. Increasing completion of college-level English and math requires shorter developmental pathways and broader access to college-level courses.

2. Community colleges must reduce their reliance on high-stakes placement tests, which are poor predictors of student capacity.[ix]

3. Streamlined developmental curricula should include backward design from college-level courses; relevant, thinking-oriented curricula; just-in-time remediation; collaborative, low-stakes practice; and intentional support for students' affective needs.

The California Acceleration Project is led by Chabot College English Instructor Katie Hern and Los Medanos College Professor of Mathematics Myra Snell. It is funded by the California Community Colleges Chancellor's Office through a professional development grant to 3CSN, the California Community Colleges' Success Network, which is headed by Deborah L. Harrington. Additional financial support has been provided through the Walter S. Johnson Foundation, LearningWorks, and the "Scaling Innovation" project of the Community College Research Center funded by the William and Flora Hewlett Foundation.

To date, more than 100 of California's community colleges have participated in CAP workshops, and faculty from 42 colleges have been part of a year-long professional development program focused on teaching new accelerated courses. CAP leaders also have addressed education and policy leaders from more than 40 states and led statewide workshops for eleven states to date.

Early data from CAP pilot colleges show significant increases in student completion of college-level courses, with especially promising results in math. Students in accelerated statistics pathways are completing transferable math courses at at rates more than double those of students in the traditional remedial sequence. A third party evaluation of student outcomes currently is being conducted by the RP Group.

class to practice thinking and communicating in ways that are valued at the college level. Second, it's important to recognize that the emotional side of learning – particularly feelings of fear and academic insecurity – can lead capable students to be unsuccessful, and that community college students are especially vulnerable in this area. Our work, then, is not just teaching math and English, but understanding the affective dynamics in our classrooms and having intentional practices to ensure they don't derail students.

But even with the best pedagogy, community colleges will never see meaningful improvements in college completion if they continue to require students to take two, three, four or even more semesters of remedial coursework. That's why the first essential element we advocate is structural change. Community colleges must reduce the length of remedial sequences and ensure that any remedial preparation required is well-aligned with the students' college goals. No doubt, many students arrive at the open doors of community colleges needing support to succeed in a rigorous college environment. But we agree with the recent national statement arguing that most of them would be better served by enrolling directly in college-level courses with attached co-requisite support (one example: the Accelerated Learning Program at Maryland's Community College of Baltimore County, in which developmental students take college English and an attached support class taught by the same instructor)[iv]. For students needing more extensive support, we recommend one-semester, pre-requisite models developed through backward design – that is, by identifying the skills and knowledge most central to success in the subsequent college-level course and designing the preparatory experience to focus directly on those outcomes.[v]

> "It was developing my **critical thinking**. Not just looking at a formula and learning how to solve it – you know, where does this go, what are the rules?....It's more about evaluating, it's more about the analysis...It's more about understanding how to make a conclusion about the data set."
>
> *Accelerated pre-statistics student*
> College of the Canyons

The following pages present our approach to accelerated curricula and pedagogy in English and math, including five core elements:

Backward design from college-level courses

This design principle addresses the misalignment between traditional remediation and college-level coursework. In English, backward design holds that a developmental course should look and feel like a good, standard college English course, only with more support and guidance. In math, it asks which type of math students need for their chosen pathway, then aligns remediation to those specific college-level requirements – more extensive algebra for students heading toward calculus, and accelerated pre-requisite or co-requisite support for students taking statistics or liberal arts math.

Relevant, thinking-oriented curriculum

An alternative to remediation focused predominantly on correctness in written form or mathematical procedure, this kind of curriculum asks students to engage with issues that matter, wrestle with open-ended problems, and use resources from the class to reach and defend their own conclusions.

"I like that it's challenging. **It makes you think.**"

"Yeah, every time you're doing a homework assignment, it's not just easy stuff. You have to reread whatever we're doing a couple times, and you have to actually critically think about what you're trying to say."

Two students discussing accelerated English course
Irvine Valley College

Just-in-time remediation
An alternative to separating out and teaching discrete sub-skills in advance, this approach provides only the support students specifically need to grapple with challenging college-level tasks. It includes individualized grammar guidance on students' writing and as-needed review of the arithmetic or algebra required to answer intellectually engaging questions with data.

Low-stakes, collaborative practice
In-class activities are designed to give students practice with the most high-priority skills and content needed for later, graded assessments.

Intentional support for students' affective needs
Pedagogical practices are employed to reduce students' fear, increase their willingness to engage with challenging tasks, and make them less likely to sabotage their own classroom success.

The monograph describes each of these elements in greater detail, with illustrations from our own classrooms and from faculty and students at colleges piloting redesigned accelerated courses. Additional information is available through hyperlinks in the text.

We hope that this discussion can help community college faculty move beyond the discomfort of the current policy microscope and become leaders in transforming remedial education on behalf of our students. Policy makers can and should make structural changes to enable more students to complete college-level gateway courses – by changing placement policies so that more students bypass remediation, by limiting the number of remedial levels that colleges can offer, and by ensuring that pre-requisites are actually needed for success in college-level courses. But to be truly successful, remediation reform must also address what and how faculty are teaching.

This is no small task. The approach advocated here represents a significant break from traditional models of developmental reading, writing, and math, which University of California, Berkeley Professor Emeritus Norton Grubb observed have been dominated by "remedial pedagogy: drill and practice on sub-skills, usually devoid of any references to how these skills are used in subsequent courses or in adult roles."[vi] Making change even more difficult is the fact that most of the products on the developmental education market – textbooks, online programs, tests – also are geared toward decontextualized sub-skills.

The work that Myra Snell and I have done in California has shown us that tremendous momentum can be unleashed when teachers are committed to a reform movement. But it also has made clear that when faculty are teaching in a new way, they need support. They need to hear from more experienced teachers to get a sense of what works and what can go wrong. They need sample activities and assignments. They need colleagues with whom they can collaborate and commiserate. They need community.

The current system is clearly broken, and it's time to rethink our approach to students who are labeled "underprepared." We hope this monograph can serve as a resource in the larger reform effort, empowering faculty with a concrete vision of the possible, and a set of principles and practices for helping students meet their educational goals. And we hope it can inspire administrators and policy makers to recognize the magnitude of the change involved and commit to integrating meaningful, sustained faculty development into their reform efforts.

Section 3:
The Affective Domain

Supporting Students' Affective Needs

Dr. Katie Hern, Director of the California Acceleration Project, describes affective needs: "When developmental students aren't successful in their classes, the core issue is often not their ability to handle the course content. They have the capacity to write a good essay or solve a particular math problem; however, something happens at a more psychological and emotional level that gets in their way. When they encounter a difficult task, or receive critical feedback, or feel afraid that they're not cut out for college, or start to feel hopeless about the prospect of success, many community college students will disengage, withdraw effort, avoid turning in work, and even disappear from class."

Affective development is about the emotional growth of students (their temperament, self-esteem, and psychological well being). It is about creating an affirmative and nurturing classroom environment that increases student persistence. An embedded tutor plays a critical role in identifying students' affective needs and supporting them in their emotional growth.

As a tutor, here are some ways you can support students' affective needs:

- Learn students' names early in the semester and be familiar with their majors and passions.
- Greet students when you walk in the door and exhibit a friendly, approachable demeanor.
- Share your own academic struggles and successes with students (e.g., overcoming anxiety, developing time management strategies, learning through making mistakes, coping with failure on an assignment).
- Focus first on the strengths each student brings to the classroom before moving to constructive criticism.
- Use growth mindset language when working with students (e.g., "You haven't mastered that skill *yet.*").
- Support metacognitive activities in the classroom, such as think alouds, metacognitive journals and self-reflections.

- Refer students to any materials the instructor has provided to support students' affective needs.
- Remind students to listen to their "inner guide" rather than their "inner critic" or "inner defender."

Working with male students of color:

There is a growing body of research on the struggles men of color in particular face in the community college setting. Dr. Frank Harris and Dr. J. Luke Wood, Directors of the Minority Male Community College Collaborative (M2C3), emphasize the need for a high support, high challenge classroom in meeting the needs of minority males; this aligns with the philosophy of acceleration.

3 Key Relationship Building Strategies:

1. Deliver positive messaging (e.g., validate students' ability to succeed, avoid microaggressions, criticize privately, praise publicly)
2. Convey authentic care (e.g., arrive early/leave late, know individual student stories and goals)
3. Support intrusive interventions (e.g., proactively connect students with student services, let the teacher know immediately when a student needs extra support)

Here are some examples from M2C3 of phrases you can use to validate students and increase their sense of belonging in the college classroom:

- "I'm glad you are here."
- "What a powerful essay."
- "I believe you can do it."
- "Wonderful job! May I share this with the instructor?"

Students in Crisis:

If a student comes to you in crisis, such as a student having suicidal thoughts or facing a personal crisis of some nature, please inform the instructor so they can direct the student to the proper campus resources, such as the campus mental health counselor. Tell the student, "I appreciate you sharing this information with me. I am obligated to inform the instructor so we can provide you with the proper support and resources."

GROSSMONT COLLEGE

SPECIALIZED SERVICES FOR STUDENTS

ADULT RE-ENTRY, STUDENT EMPLOYMENT & CAREER CENTER
Bldg. 60, Room 146
Mon-Tues 9am-6pm
Wed-Thurs 9am-5pm
Fri 9am-1pm

Adult Reentry: (619)644-7697
Student Employment: (619)644-7611
Career Center: (619)644-7614

- Adult re-entry orientations and seminars
- Career assessments
- Career development counseling
- Job search instruction: resume, interview, and application preparation
- Student online employment services
- Career library

ACCESSIBILITY RESOURCE CENTER (A.R.C.)
Bldg. 60, Room 120
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7112
VP: (619)567-7712

Academic and support services for students with disabilities

TRANSFER CENTER
Bldg. 10, Room 173
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7215

- Assistance with transfer to any four-year college or university
- One-on-one counseling for UniversityLink students and Pre-professional majors
- Transfer workshops

EOPS/CARE
Bldg. 60, Room 125
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7617

State funded program for economically and educationally disadvantaged students, offering:

- Priority registration
- Personal/academic counseling
- EOPS grants/book vouchers
- Summer Institute Program

CASHIER'S OFFICE
Bldg. 10, Room 110
Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm, Fri 8am-1pm
Phone: (619)644-7660

Payment of fees and parking tickets

Note: Parking permits must be purchased via WebAdvisor and will be mailed within 3 business days.

LEARNING & TECHNOLOGY RESOURCE CENTER
Bldg. 70
Mon-Thurs 7:30am-8:30pm
Fri 7:30am-2:30pm
Tech Mall Phone: (619)644-7748
Library Phone: (619)644-7355

- Assistive Technology Center
- ESL/Independent Studies
- English Writing Center
- Library
- Math Study Center
- Tutoring Center

OPEN COMPUTER LAB
Mon-Thurs 7:30am-9:00pm
Fri: 7:30-3:00pm

CalWORKs/NEW HORIZON
Bldg. 60, Room 125
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7552

Programs that serve student/parents who are on cash aid or low income and are in vocational majors, with

- Academic/Personal Counseling
- Priority registration
- Child care funding
- Textbook assistance
- Work study (if eligible)

VETERANS RESOURCE CENTER
Bldg. 21, Room 253
Mon-Tues. 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-2237

- Computer assistance
- Peer support, mentoring
- Financial aid information and application assistance
- Referral to on/off campus resources
- Academic Counseling

ADMISSIONS & RECORDS
Bldg. 10, Room 150
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm, Fri 8am-1pm
Phone: (619)644-7186

- Admissions & Registration
- Transcripts
- Student ID Card
- Veterans Services
- International Student Admissions
- Graduation Evaluation
- Petitions

STUDENT AFFAIRS
Bldg. 60, Room 204
Mon–Thurs 9am-5pm
Fri 9am-1pm
Phone: (619)644-7600

- Associated Students of Grossmont College
- Inter-Club Council
- Student clubs and organizations
- Leadership/activity programming
- Student discipline
- Student grievance process
- Campus Posting
- Free Speech

FINANCIAL AID
Bldg. 10, Room 109
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm, Fri 8am-1pm
Phone: (619)644-7129

- Grants
- Work Study
- Loans, Fee Waivers, etc.
- Scholarships

NEXTUP FOR FOSTER YOUTH
Bldg. 60, Room 125
Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7617

State-funded program that provides extra support to students who were in foster care, including specialized academic, career, personal and crisis counseling, extra book money, transit or gas cards, and grant money

STUDENT HEALTH SERVICES
Bldg. 60, Room 130
Mon-Thurs 9am-5pm
Fri 9am-1pm
Phone: (619)644-7192

- Registered Nurse available for Injury/First Aid/ Illness assessment/immunizations requirements/TB Screening/Flu shots
- Affordable referrals for medical/dental/basic needs
- Confidential Mental Health Counseling
- Immediate Crisis intervention
- Health education & wellness events
- Blood Drives
- Griffin Kitchen Food Pantry

Visit our website for service hours, and current events
http://bit.ly/2wJw007

WELCOME TO GROSSMONT COLLEGE!

QUICK TIPS FOR GETTING AROUND

- ✓ Application and registration start online at www.grossmont.edu.
- ✓ Once registered, get your college photo ID at Admissions & Records. Bring a form of photo ID such as California license, passport, etc.
- ✓ An orientation video and self-guided tour is available at www.grossmont.edu keywords: "video orientation" or use the QR code reader on your smartphone.
- ✓ Never miss a deadline! Download the FREE iPhone or Android GradGuru app to stay up to date on Admissions & Records, Financial Aid and Counseling deadlines.
- ✓ Need help? Text "courage" to 741741. The Crisis Text Line is free, open 24 hours a day, 7 days a week and confidential.

ASSESSMENT CENTER
Building 10, Room 172
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7200

- Assessment/Placement Testing
- TOEFL Testing
- Prerequisite Clearances

BOOKSTORE
Bldg. 62, Room 600B
Mon–Thurs 7:30am–7pm, Fri 7:30am-2pm
Phone: (619)644-7674

Textbooks, supplies, snacks, book rentals

GRIFFIN DINING SERVICES
Griffin Foodcourt & Java Market
Griffin Student Center
Mon–Thurs 7:30am-7:30pm; Fri 8am-2pm

Griffin Market
500Quad
&
Café 200 Market
Building 200
Mon–Thurs 8am-2pm; Fri closed

STUDENT ACTIVITIES WINDOW
Bldg. 10, Next to Financial Aid
Mon-Thurs 9am-5pm
Fri 9am-1pm
Phone: (619)644-7602

- Semester/monthly transit passes
- Benefit cards (purchase for a variety of discounts on and off campus including movie tickets, bookstore discounts, food, etc.)
- Outgoing fax service
- Postage stamps
- Campus Vendors
- Campus club accounting

*Note: All transactions are **cash** only.*

COUNSELING CENTER
Bldg. 10, Room 162
Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7208

- Academic/Transfer Counseling
- Career Counseling
- Personal Counseling
- College Success Strategies
- International Student Counseling
- Orientation/Advising
- Counseling Classes
- Veterans Counseling
- PUENTE and UMOJA Programs

PUBLIC SAFETY
Parking Structure, Lot 5
Open 24 hours
Law Enforcement

Emergency
Phone: 911
Life-threatening situations, medical emergency, fire, crime/disturbance in progress, chemical spill

Non-Emergency
Phone: (619)644-7800
Crime report (not in progress), suspected drug activity, request for presence to preserve peace

Campus & Parking Services
Phone: (619)644-7654
Automobile assistance, lost & found, parking citations/enforcement, safety escorts

Fixed vs. Growth Mindset Overview

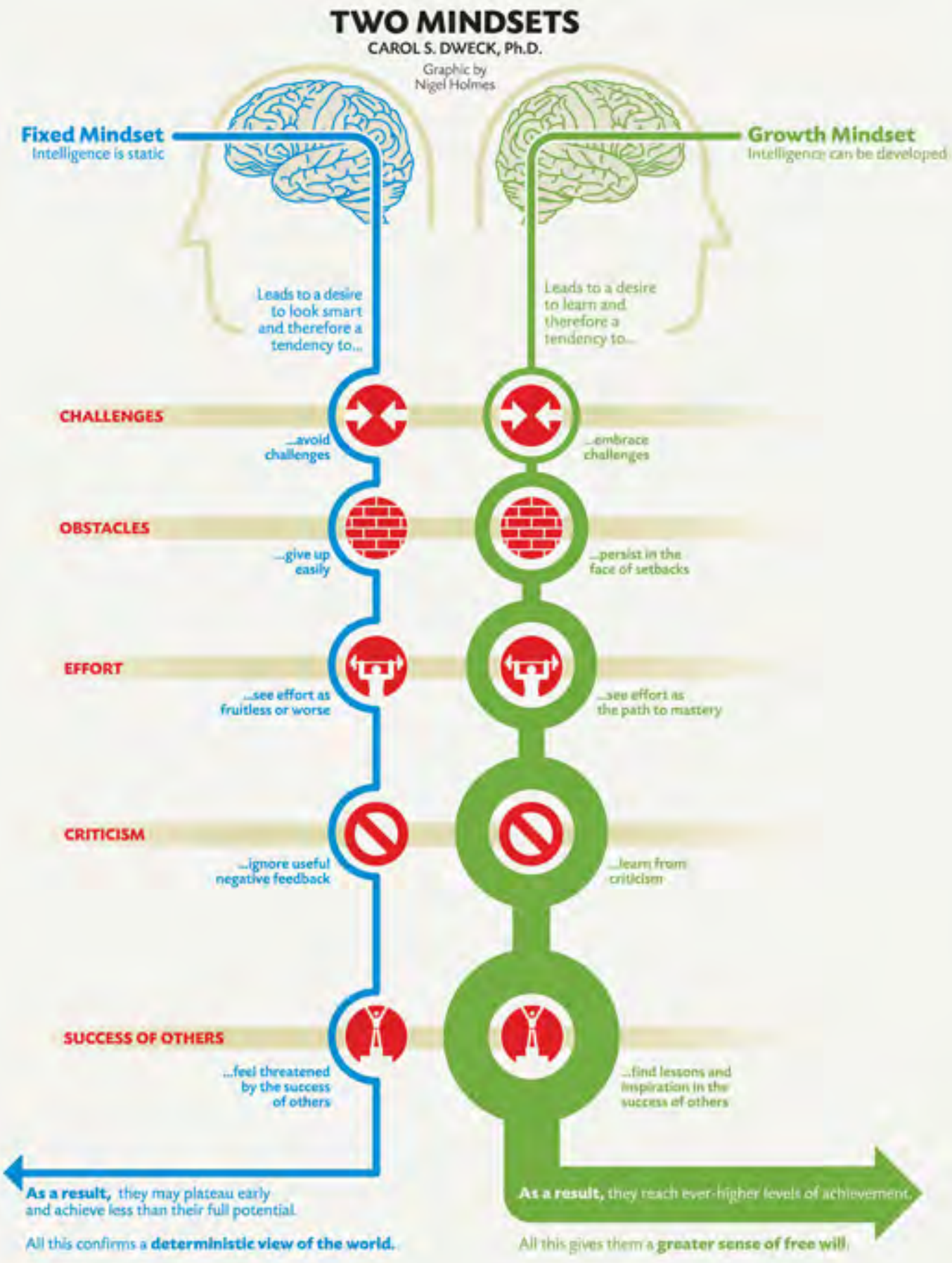
"I would have to say what challenged me in this course in a good way was learning the difference between fixed and growth mindsets. Once I learned the difference between the two I didn't want to be stuck with only a limited amount of knowledge. I wanted to actually learn new material after reading the difference between fixed and growth. It helped me grow as a reader and writer."

–Mayling, English 099 student

As an embedded tutor:

- Be familiar with Dweck's theory and how it manifests in the classroom (review the chart on the next page).
- Look for signs that students have a fixed mindset and combat their thinking and perspective, such as "you don't get it *yet*" or "mistakes are a great way to learn." Also, explain that the brain is like a muscle that can be "worked out."
- Let the instructor know if a particular student is struggling with motivation and growth mindset-related issues.
- When commenting on student writing, use growth mindset-based language.

As Dweck urges, "We need to correct the harmful idea that people simply have gifts that transport them to success, and to teach our students that no matter how smart or talented someone is — be it Einstein, Mozart, or Michael Jordan — no one succeeds in a big way without enormous amounts of dedication and effort."


TWO MINDSETS
CAROL S. DWECK, Ph.D.
Graphic by
Nigel Holmes
Fixed Mindset
Intelligence is static
Growth Mindset
Intelligence can be developed
Leads to a desire to look smart and therefore a tendency to...
Leads to a desire to learn and therefore a tendency to...
CHALLENGES
...avoid challenges
...embrace challenges
OBSTACLES
...give up easily
...persist in the face of setbacks
EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery
CRITICISM
...ignore useful negative feedback
...learn from criticism
SUCCESS OF OTHERS
...feel threatened by the success of others
...find lessons and inspiration in the success of others
As a result, they may plateau early and achieve less than their full potential.
All this confirms a deterministic view of the world.
As a result, they reach ever-higher levels of achievement.
All this gives them a greater sense of free will.

Brainology

Transforming Students' Motivation to Learn
by Carol S. Dweck
Independent School Magazine
Winter 2008

1. This is an exciting time for our brains. More and more research is showing that our brains change constantly with learning and experience and that this takes place throughout our lives.

2. Does this have implications for students' motivation and learning? It certainly does. In my research in collaboration with my graduate students, we have shown that what students believe about their brains — whether they see their intelligence as something that's fixed or something that can grow and change — has profound effects on their motivation, learning, and school achievement (Dweck, 2006). These different beliefs, or mindsets, create different psychological worlds: one in which students are afraid of challenges and devastated by setbacks, and one in which students relish challenges and are resilient in the face of setbacks.

3. How do these mindsets work? How are the mindsets communicated to students? And, most important, can they be changed? As we answer these questions, you will understand why so many students do not achieve to their potential, why so many bright students stop working when school becomes challenging, and why stereotypes have such profound effects on students' achievement. You will also learn how praise can have a negative effect on students' mindsets, harming their motivation to learn.

Mindsets and Achievement

4. Many students believe that intelligence is fixed, that each person has a certain amount and that's that. We call this a fixed mindset, and, as you will see, students with this mindset worry about how much of this fixed intelligence they possess. A fixed mindset makes challenges threatening for students (because they believe that their fixed ability may not be up to the task) and it makes mistakes and failures demoralizing (because they believe that such setbacks reflect badly on their level of fixed intelligence).

5. It is the belief that intelligence can be developed that opens students to a love of learning, a belief in the power of effort and constructive, determined reactions to setbacks.

6. Other students believe that intelligence is something that can be cultivated through effort and education. They don't necessarily believe that everyone has the same abilities or that anyone can be as smart as Einstein, but they do believe that everyone can improve their abilities. And they understand that even Einstein

wasn't Einstein until he put in years of focused hard work. In short, students with this growth mindset believe that intelligence is a potential that can be realized through learning. As a result, confronting challenges, profiting from mistakes, and persevering in the face of setbacks become ways of getting smarter.

7. To understand the different worlds these mindsets create, we followed several hundred students across a difficult school transition — the transition to seventh grade. This is when the academic work often gets much harder, the grading gets stricter, and the school environment gets less personalized with students moving from class to class. As the students entered seventh grade, we measured their mindsets (along with a number of other things) and then we monitored their grades over the next two years.

8. The first thing we found was that students with different mindsets cared about different things in school. Those with a growth mindset were much more interested in learning than in just looking smart in school. This was not the case for students with a fixed mindset. In fact, in many of our studies with students from preschool age to college age, we find that students with a fixed mindset care so much about how smart they will appear that they often reject learning opportunities — even ones that are critical to their success (Cimpian, et al., 2007; Hong, et al., 1999; Nussbaum and Dweck, 2008; Mangels, et al., 2006).

9. Next, we found that students with the two mindsets had radically different beliefs about effort. Those with a growth mindset had a very straightforward (and correct) idea of effort — the idea that the harder you work, the more your ability will grow and that even geniuses have had to work hard for their accomplishments. In contrast, the students with the fixed mindset believed that if you worked hard it meant that you didn't have ability, and that things would just come naturally to you if you did. This means that every time something is hard for them and requires effort, it's both a threat and a bind. If they work hard at it that means that they aren't good at it, but if they don't work hard they won't do well. Clearly, since just about every worthwhile pursuit involves effort over a long period of time, this is a potentially crippling belief, not only in school but also in life.

10. Students with different mindsets also had very different reactions to setbacks. Those with growth mindsets reported that, after a setback in school, they would simply study more or study differently the next time. But those with fixed mindsets were more likely to say that they would feel dumb, study less the next time, and seriously consider cheating. If you feel dumb — permanently dumb — in an academic area, there is no good way to bounce back and be successful in the future. In a growth mindset, however, you can make a plan of positive action that can remedy a deficiency. (Hong. et al., 1999; Nussbaum and Dweck, 2008; Heyman, et al., 1992)

11. Finally, when we looked at the math grades they went on to earn, we found that the students with a growth mindset had pulled ahead. Although both groups had started seventh grade with equivalent achievement test scores, a growth mindset quickly propelled students ahead of their fixed-mindset peers, and this gap only increased over the two years of the study.

12. In short, the belief that intelligence is fixed dampened students' motivation to learn, made them afraid of effort, and made them want to quit after a setback. This is why so many bright students stop working when school becomes hard. Many bright students find grade school easy and coast to success early on. But later on, when they are challenged, they struggle. They don't want to make mistakes and feel dumb — and, most of all, they don't want to work hard and feel dumb. So they simply retire.

13. It is the belief that intelligence can be developed that opens students to a love of learning, a belief in the power of effort and constructive, determined reactions to setbacks.

How Do Students Learn These Mindsets?

14. In the 1990s, parents and schools decided that the most important thing for kids to have was self-esteem. If children felt good about themselves, people believed, they would be set for life. In some quarters, self-esteem in math seemed to become more important than knowing math, and self-esteem in English seemed to become more important than reading and writing. But the biggest mistake was the belief that you could simply hand children self-esteem by telling them how smart and talented they are. Even though this is such an intuitively appealing idea, and even though it was exceedingly well-intentioned, I believe it has had disastrous effects.

15. In the 1990s, we took a poll among parents and found that almost 85 percent endorsed the notion that it was necessary to praise their children's abilities to give them confidence and help them achieve. Their children are now in the workforce and we are told that young workers cannot last through the day without being propped up by praise, rewards, and recognition. Coaches are asking me where all the coachable athletes have gone. Parents ask me why their children won't work hard in school.

16. Could all of this come from well-meant praise? Well, we were suspicious of the praise movement at the time. We had already seen in our research that it was the most vulnerable children who were already obsessed with their intelligence and chronically worried about how smart they were. What if praising intelligence made all children concerned about their intelligence? This kind of praise might tell them that having high intelligence and talent is the most important thing and is

what makes you valuable. It might tell them that intelligence is just something you have and not something you develop. It might deny the role of effort and dedication in achievement. In short, it might promote a fixed mindset with all of its vulnerabilities.

17. The wonderful thing about research is that you can put questions like this to the test — and we did (Kamins and Dweck, 1999; Mueller and Dweck, 1998). We gave two groups of children problems from an IQ test, and we praised them. We praised the children in one group for their intelligence, telling them, "Wow, that's a really good score. You must be smart at this." We praised the children in another group for their effort: "Wow, that's a really good score. You must have worked really hard." That's all we did, but the results were dramatic. We did studies like this with children of different ages and ethnicities from around the country, and the results were the same.

18. Here is what happened with fifth graders. The children praised for their intelligence did not want to learn. When we offered them a challenging task that they could learn from, the majority opted for an easier one, one on which they could avoid making mistakes. The children praised for their effort wanted the task they could learn from.

19. We praised the children in one group for their intelligence, telling them, “Wow, that’s a really good score. You must be smart at this.” We praised the children in the other group for their effort: “Wow, that’s a really good score. You must have worked really hard.” That’s all we did, but the results were dramatic.

20. The children praised for their intelligence lost their confidence as soon as the problems got more difficult. Now, as a group, they thought they weren't smart. They also lost their enjoyment, and, as a result, their performance plummeted. On the other hand, those praised for effort maintained their confidence, their motivation, and their performance. Actually, their performance improved over time such that, by the end, they were performing substantially better than the intelligence-praised children on this IQ test.

21. Finally, the children who were praised for their intelligence lied about their scores more often than the children who were praised for their effort. We asked children to write something (anonymously) about their experience to a child in another school and we left a little space for them to report their scores. Almost 40 percent of the intelligence-praised children elevated their scores, whereas only 12 or 13 percent of children in the other group did so. To me this suggests that, after students are praised for their intelligence, it's too humiliating for them to admit mistakes.

22. The results were so striking that we repeated the study five times just to be sure, and each time roughly the same things happened. Intelligence praise, compared to effort (or "process") praise, put children into a fixed mindset. Instead of giving them confidence, it made them fragile, so much so that a brush with difficulty erased their confidence, their enjoyment, and their good performance, and made them ashamed of their work. This can hardly be the self-esteem that parents and educators have been aiming for.

23. Often, when children stop working in school, parents deal with this by reassuring their children how smart they are. We can now see that this simply fans the flames. It confirms the fixed mindset and makes kids all the more certain that they don't want to try something difficult — something that could lose them their parents' high regard.

24. How should we praise our students? How should we reassure them? By focusing them on the process they engaged in — their effort, their strategies, their concentration, their perseverance, or their improvement.

25. "You really stuck to that until you got it. That's wonderful!"

26. "It was a hard project, but you did it one step at a time and it turned out great!"

27. "I like how you chose the tough problems to solve. You're really going to stretch yourself and learn new things."

28. "I know that school used to be a snap for you. What a waste that was. Now you really have an opportunity to develop your abilities."

Brainology

29. Can a growth mindset be taught directly to kids? If it can be taught, will it enhance their motivation and grades? We set out to answer this question by creating a growth mindset workshop (Blackwell, et al., 2007). We took seventh graders and divided them into two groups. Both groups got an eight-session workshop full of great study skills, but the "growth mindset group" also got lessons in the growth mindset — what it was and how to apply it to their schoolwork. Those lessons began with an article called "You Can Grow Your Intelligence: New Research Shows the Brain Can Be Developed Like a Muscle." Students were mesmerized by this article and its message. They loved the idea that the growth of their brains was in their hands.

30. This article and the lessons that followed changed the terms of engagement for students. Many students had seen school as a place where they performed and were judged, but now they understood that they had an active role to play in the development of their minds. They got to work, and by the end of the semester the

growth-mindset group showed a significant increase in their math grades. The control group — the group that had gotten eight sessions of study skills — showed no improvement and continued to decline. Even though they had learned many useful study skills, they did not have the motivation to put them into practice.

31. The teachers, who didn't even know there were two different groups, singled out students in the growth-mindset group as showing clear changes in their motivation. They reported that these students were now far more engaged with their schoolwork and were putting considerably more effort into their classroom learning, homework, and studying.

32. Joshua Aronson, Catherine Good, and their colleagues had similar findings (Aronson, Fried, and Good, 2002; Good, Aronson, and Inzlicht, 2003). Their studies and ours also found that negatively stereotyped students (such as girls in math, or African-American and Hispanic students in math and verbal areas) showed substantial benefits from being in a growth-mindset workshop. Stereotypes are typically fixed-mindset labels. They imply that the trait or ability in question is fixed and that some groups have it and others don't. Much of the harm that stereotypes do comes from the fixed-mindset message they send. The growth mindset, while not denying that performance differences might exist, portrays abilities as acquirable and sends a particularly encouraging message to students who have been negatively stereotyped — one that they respond to with renewed motivation and engagement.

33. Inspired by these positive findings, we started to think about how we could make a growth mindset workshop more widely available. To do this, we have begun to develop a computer-based program called "Brainology." In six computer modules, students learn about the brain and how to make it work better. They follow two hip teens through their school day, learn how to confront and solve schoolwork problems, and create study plans. They visit a state-of-the-art virtual brain lab, do brain experiments, and find out such things as how the brain changes with learning — how it grows new connections every time students learn something new. They also learn how to use this idea in their schoolwork by putting their study skills to work to make themselves smarter.

34. We pilot-tested Brainology in 20 New York City schools. Virtually all of the students loved it and reported (anonymously) the ways in which they changed their ideas about learning and changed their learning and study habits. Here are some things they said in response to the question, "Did you change your mind about anything?"

35. I did change my mind about how the brain works…I will try harder because I know that the more you try, the more your brain works.

36. Yes... I imagine neurons making connections in my brain and I feel like I am learning something.

37. My favorite thing from Brainology is the neurons part where when u learn something, there are connections and they keep growing. I always picture them when I'm in school.

38. Teachers also reported changes in their students, saying that they had become more active and eager learners: "They offer to practice, study, take notes, or pay attention to ensure that connections will be made."

What Do We Value?

39. In our society, we seem to worship talent — and we often portray it as a gift. Now we can see that this is not motivating to our students. Those who think they have this gift expect to sit there with it and be successful. When they aren't successful, they get defensive and demoralized, and often opt out. Those who don't think they have the gift also become defensive and demoralized, and often opt out as well.

40. We need to correct the harmful idea that people simply have gifts that transport them to success, and to teach our students that no matter how smart or talented someone is — be it Einstein, Mozart, or Michael Jordan — no one succeeds in a big way without enormous amounts of dedication and effort. It is through effort that people build their abilities and realize their potential. More and more research is showing there is one thing that sets the great successes apart from their equally talented peers — how hard they've worked (Ericsson, et al., 2006).

41. Next time you're tempted to praise your students' intelligence or talent, restrain yourself. Instead, teach them how much fun a challenging task is, how interesting and informative errors are, and how great it is to struggle with something and make progress. Most of all, teach them that by taking on challenges, making mistakes, and putting forth effort, they are making themselves smarter.

Carol S. Dweck is the Lewis and Virginia Eaton Professor of Psychology at Stanford University and the author of Mindset: The New Psychology of Success (Random House, 2006).

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THE COLLEGE FEAR FACTOR

HOW STUDENTS AND PROFESSORS MISUNDERSTAND ONE ANOTHER

Rebecca D. Cox

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CHAPTER 2

THE STUDENT FEAR FACTOR

I WOULD NOT HAVE expected Eva to panic during her first composition class. Eva's reports of her high school preparation for college, her prior experiences in English classes, and her attitude toward writing in general all suggested that she would feel optimistic about Comp 1A. Furthermore, she spoke of her family's strong support for postsecondary education as well as her own commitment to a career that requires a college degree (that of schoolteacher). Eva asserted that although her pareuts had not put *a lot* of pressure on her (or on her younger sister), they did "make sure we know it's good to come to college." In fact, her parents coutinually reiterated the school-career connection: "You're working now, but you've got to go to school, because you've got to get a career." Eva's mother served as a role model in this regard: she had recently beguu a postsecondary degree program to advance her own career goals. Despite the many reasons for Eva to feel at least relatively confideut about her ability to succeed, she felt a sense of alarm when she was introduced to the objectives and structure of her first-semester English class: "That first day, when the professor said that it's going to be an essay after an essay, I was scared. I was like, 'Oh, my God, I'm not going to be able to make it.' . . . Just the fact that she said, 'Oh, you get an essay after an essay after an essay'—that's what scared me."

Eva's case is by no means unique. Regardless of age, ethnicity,

academic background, educational goals, or the path to college, students reveal tremendous anxiety about their educational trajectories and ability to succeed in college. This chapter focuses on the "total fear factor," as one student aptly described it—a dimension of the student experience that has emerged in every study I have conducted, across community colleges in different regions of the country and with a highly diverse range of students. The recurrence of this fear factor in such varied contexts attests to its profound effect in shaping students' college experiences. Chapter 2 explores the phenomenon, the nature and source of students' anxiety, and the strategies for managing those fears that students employ.

STUDENT ANXIETY

Regardless of the path that had led each student to college, enrolling in college courses proved to be an immeusely stressful transition. For recent high school graduates as well as those outside the "traditional" age range, entering college marked a high-risk and anxiety-provoking transition in their adult lives.

Students fresh from high school, for instance, indicated that the transition iuto college represented a crucial threshold to adulthood. Melanie, a recent high school graduate and a first-semester college student at Lake Shore Community College in the Southwest, described her initiation to college as follows:

> Here, I've had to really break out of the comfort zone of high school, and I've had to be very much more independent. In high school, if you didn't do homework, you were able to copy off a kid, one of your friends, or you were able to find out information from one of your friends if you skipped a day or whatever. But here, it's pretty much, if I skip, it's my fault. If I don't turn it in, it's my fault. And it's all dependent upon me, and it's made me a lot more independent. It's really pushed me into an area that I don't want to go, but I have to. I mean, it's not, college isn't so much an academic life, but it's also a very social and emotional part of who you are, too.
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> In high school, everyone tells you what to do, they tell you what

classes to take, they direct you in certain ways, they put you in categories, and they put you in smart classes or dumb classes. And here in college, nobody does that for you. You have to figure it out on your own. I think college makes you a lot more serious.

Early in her first semester, Melanie had indeed taken a serious approach to college. She had developed both specific long-term career plans and a detailed strategy for realizing them. She would complete two years of college coursework at Lake Shore Community College. At the same time, she would complete some core requirements through the state university's online program. The next step consisted of transferring to the university, where she would earn a B.A. in psychology, then a Ph.D. She knew that an internship would be required for her to become a psychologist, and she had estimated the time it would take for her to become a practicing psychologist. All these steps, she noted, were crucial if she was not to "waste any time," and she described the effort she put into developing a logical plan. "I've had to figure out degree plans, courses at LSCC that can transfer to _____ University, the online courses at State that can transfer to the university; and as much as the counselors have helped me—I mean, they are really good at what they do—but a lot of this is set on you. And I think that really helps you grow as a person, because in the real world, nobody helps you besides your family. Nobody's going to help you. So, yeah, I think I have gotten a little more serious."

In many ways, Melanie fit the profile of a successful college student. She had formulated a clear and seemingly realistic educational plan, she was attending school full-time, she could draw financial and emotional support from her family while pursuing her goals, and she evaded the disadvantages that first-generation college goers face. In addition, she spoke positively about her academic preparation for college; for example, Melanie noted how fortunate she had been to attend a high school where "they didn't pressure us to make great grades, but you were more so-

cially accepted within the school if you were a smart kid." And although Melanie had not necessarily earned the highest grades there—she mentioned "doing a lot better, gradewise" at the community college than she had during high school—she had enjoyed the opportunity to take "higher-level" classes, such as Advanced Placement English Literature. During her final semester in high school, she had taken one class at the community college, which made her feel more prepared for her first semester as a full-time student at the college.

Despite these advantages, Melanie spoke vividly of the fears she confronted on matriculating. Recalling the anxiety she had felt on the first day of the fall semester, she told me, "When I came on my first day here, as I was walking up through that parking lot—I had to park all the way over there at the other end, because it was, like, crazy packed here, on the first day. I remember walking up, thinking, 'I'm all by myself now.' Not literally, but the decisions that I make from today on, I'm going to have to make on my own. My family can advise me, but when it comes down to the nitty-gritty, the decision that I make is going to be my fault, or it's going to be my achievement. You know what I mean? And I think that was just a lot."

This realization, Melanie confided, was too much to handle: "My body just said, 'This is too much stress, this is too much'"—so much that she rushed from the parking lot to the closest women's room, feeling sick to her stomach.

MELANIE

Melanie took four classes her first semester in college: composition, math, psychology, and French. Taking all four at once was challenging, but she felt that she was a serious student, committed to doing well. Throughout our conversation about her classes, Melanie contrasted her college coursework with her high school experience, and in doing so, consistently highlighted the increased academic pressure of college. For example, she described the fast pace of her French class,

> as compared with the Spanish classes she took in high school: "I never realized how fast college would be—comparing one year of high school with one semester of college. It's really fast pacing. Like, I'm taking French right now, and that has really kicked me in the bum. Because in high school, you have two weeks to learn one section. And here it's like one day you learn a section, the next day you learn another section, it's just so fast paced, but I'm doing pretty good. . . . I think it's just because I've eliminated, like, my close, close friends, and all that kind of stupid high school drama that you go through, because in high school it's not really about academics."

Young adults such as Melanie were not the only ones to view the first semester of college as scary, unfamiliar, or life-changing. Individuals well outside the "traditional" college age range also spoke of the stress of assuming the responsibilities of college. Colleen, who had dropped out of high school at the age of fifteen, decided to return to school when her own children reached school age. At that point, she told herself, "Well, this is the right time for me, and the right time in my life, and I'm mature enough to handle it." Still, she admitted, "it was still really scary. Oh, my God, it was a life-altering change."

Because nearly every student viewed a college degree as essential to her fnture, they were all embarking on high-stakes ventures. Many lacked the kind of "college knowledge" typical of middle-class students and remained uncertain about how to approach the degree track and their coursework.[1] As a consequence, even as the vast majority of students were convinced that their future success hinged on their obtaining a college degree, they also revealed tremendous anxiety abont the educational and occupational paths they were embarking on. A significant component of students' stress was directly linked to their doubts about succeeding in college and realizing their career goals.[2]

For some students, this fear—a natural part of any life transition—was heightened by their past experiences with failure in academic contexts. The frequent mentions of failure in student interviews included tales of having made bad decisions, performed poorly at various levels of elementary and secondary school, failed at specific assignments in high school courses, and failed or dropped classes at the postsecondary level. In addition, many students had fallen down on one or more of the entry-level assessments, whether in reading, writing, or math. In the case of math, the majority of the students I met had failed the test and had been required to enroll in at least one remedial math class before taking courses to fulfill the college math requirement. Thus, for many students, past failure provided objective evidence of their academic inadequacy.

Even students who did not explicitly discuss past failures revealed an underlying lack of confidence, and gnawing doubts about their capacity to succeed in college. For many, their very presence at a community college—the least selective and lowest tier of colleges—offered proof of their minimal academic competence. In other words, whereas admission to a selective college—or even one that is less selective—offers some indication that a student has the capacity to succeed at that school, even this tenuous assurance is not available to students who enter a college with an open-admissions policy.

THE FEAR FACTOR

By enrolling in college courses, committing to a degree plan, and envisioning long-term objectives that depended on success at the community college, each student had stepped into the role of college student. The many students who seriously doubted their ability to succeed, however, were anxiously waiting for their shortcomings to be exposed, at which point they would be stopped from pursuing their goals. Fragile and fearful, these students expressed their concern in several ways: in reference to college professors, particular courses or snbject matter, and the

entire notion of college itself—whether at the two- or the four-year level. At the core of different expressions of fear, however, were the same feelings of dread and the apprehension that success in college would prove to be an unrealizable dream.[3]

Students admitted to feeling intimidated by professors' academic knowledge and by teachers' power to assess students and assign grades. Essentially, students were afraid that the professor would irrevocably confirm their academic inadequacy. When students described their stereotypical image of the university professor, a coherent picture emerged. Associating this ideal professor type with prestigious universities, students portrayed professors as "looking down on" students. One student, for example, spoke of his preconceived image of college professors as "all high and mighty," and Colleen spoke of the "pompous-ass professor" type. She associated this type with the elite universities, noting, "When you think of Yale, you're thinking pompous-ass professors."

From Colleen's perspective, her philosophy instructor tended "to act like he's teaching at Yale or something." During her interview with me, she addressed him in absentia, with this request: "Come down to our level a little bit. I know you have a lot of stuff to teach us, but don't be so high on that pedestal that we can't reach you." Her belief in the philosophy professor's clear superiority shaped Colleen's approach to the course. She explained,

> It got to where I did not feel comfortable approaching him about anything, because I felt like he was this so-smart guy that I'm going to look really stupid in his eyes if I ask him any questions at all. And so I don't feel comfortable asking him anything. I just go to class, and I sit in the back of the classroom now, whereas I started at the front of the classroom. I sit in the back, behind whoever else I can find, so he doesn't even have to look at me. So I'm just kind of hiding in the back, thinking, "Yes, I'm going to pass this class, somehow."

Colleen's philosophy teacher was not at all typical. Except for Colleen, when students alluded to the "so-smart" or "high and

mighty professors," they noted that their community college professors did not fall into that category. Melanie, for instance, insisted that her community college instructors did not match her preconceptions about college professors. "When I was a high school student, I very much got the idea that college was very anonymous, that all you were, really, was a name on a page. You know, you really weren't a person." The difference between the stereotypical professor and students' actual professors did not mean, however, that students were unafraid of or unintimidated by their community college instructors.

Both Serena and Ryan provided examples of professors who were not "all high and mighty," but rather "kind of friendly." Yet their interactions with these professors still reflected an intimidating distance between professor and student. In describing his history professor, for instance, Ryan noted, "There's kind of something about him that, I don't know, makes me kind of hesitant to say something to him. He's kind of friendly, but it's just, I don't really know, something about him is just . . ." (his voice trailed off). Serena offered a similar description of her hesitancy about meeting professors during their office hours. "Like, some professors will be like, 'Oh, I'll be in my office,' but you're real hesitant to go to them, because of the way they are."

In fact, Colleen's avoidance strategy in her philosophy course represented a frequent student behavior. In this case, her approach was particularly interesting because she had demonstrated a high level of assertiveness in other situations—both on her own behalf and for other students. She had confronted the tutors at the writing center, for example, and had advised several younger students in her classes to consult with their instructors when problems arose. That Colleen would resort to hiding from her philosophy teacher suggests that other younger or less assertive students would be even more likely to react that way to stressful classroom encounters.

A wide range of courses, subject matter, and assignments caused students to worry. Math and composition, however, evoked by far the greatest anxiety for the vast majority of stu-

dents. Students' fear of the composition course was particularly intense.[4] As the portal to more exclusive classes, composition plays a crucial role in selection of students. Those who successfully complete the course are judged proficient in the general writing skills deemed necessary for further academic study. Thus, the outcome for each student in composition holds important consequences for his or her educational trajectory and ability to succeed as a college student. Not by coincidence, among community college offerings this high-stakes course has some of the highest dropout rates—second only to those in math courses.

Kyra, who put off taking the course until her very last semester, noted, "I just had a fear of English, like this total fear factor." Likewise, Linda, who enrolled in and then dropped the course multiple times before finally completing it, explained, "The only reason why I waited is because I hate writing. I was always afraid of it—I think I've always had that problem."

Students' explanations for their anxiety often highlighted inadequate instruction in the past. "Oh, high school teachers [sigh]. I wrote two papers, I think, and that was it. And we never had to edit or anything. Yeah, I knew I was going to have a very hard time" (Suzanne).

Significantly, however, students who feared composition class did not necessarily perceive their high school preparation as inadequate. Anxiety and low self-confidence also plagued students who spoke favorably of their former English teachers or commented on the rigor of their high school English curriculum.[5]

This was certainly true for Eva, the student we met at the beginniug of this chapter whose first day of class caused her to think, "I'm not going to make it." Jenn—another student who had earned As in her high school English classes—offered a more vivid description of her first day of college, at which point she, too, questioned whether she could handle the work required in composition. "I just saw all the work, and my heart was beating, and I'm just thinking, 'This is not real. There's no way college can be this hard.' It was just like they were throwing information at you, and just expecting you to be okay with it."

Although male students were much less likely than female students to offer unsolicited accounts of feeling anxious or unprepared, they too admitted that particular courses had generated nervousness. Diego, for example, expressed a sense of amazement at his success in composition class, particularly in light of his dislike of writing. As he explained, "I like reading, but I don't like writing. So I was surprised at my accomplishments in this class."

Becky: So it kind of sounds like you were very nervous about how well you would do.

Diego: Yes, yes, yes. I did come in like that. This is my worst, my—actually, I'm passing this class—but this was the one I was most afraid of.

Similarly, Carlos was worried about submitting essays in compositiou class "because of the fear and because I didn't know exactly what [the teacher] wanred."

Looking back, Carlos explained how his fears had initially paralyzed him, making his coursework more difficult: "It was like I thought I wouldn't make it, like I wasn't going to be able to make it. And I made it hard and it wasn't that hard." When I asked how he made his coursework harder, he elaborated, "It was the negative touch. It wasn't that I couldn't make it or I didn't do this right or I did this wrong. It was just that I was afraid. . . . Maybe it was the fear of college, too. . . . I think that's one of the things that makes a lot of people fail."

When asked, near the end of the semester, about their experiences at the start of the semester, some students admitted nonchalantly that they had anticipated that their courses would be more difficult. Claudia for instance commented, "I just expected more work. Like I'd never have time for anything else." Such students did not explicitly mention any anxiety around their original expectations, but it is possible that they, too, had experienced some nervousness at the start of their community college experience.

Students who expressed confidence in their ability to succeed

at the community college level were not necessarily as certain about the four-year level. Several students noted that taking classes at the community college had made them change their minds about transferring to a four-year college. Taking courses had convinced Nereida, for example, that she wasn't really "college material." She planned to continue at the two-year college but had decided not to transfer. Similarly, Susan did not want to transfer to the nearby university, she explained, "'cause I don't think I can hang." In reference to his own plan to transfer to a four-year college in California, Sebastian mused: "I just wonder how I would do at a four-year college, like at a Cal State or a UC. I'm sure things are turned up a notch over there."

His experience at Hillcrest Community College (HCC) had led Sebastian to conclude that you can "use HCC to mold your education; then, if you're really serious, you can go on to a four-year college." Describing himself as not yet motivated "all the way," Sebastian contended that once he reached that point, he would "probably really cut back on work and just focus on school and try to give a good push for a year or two, get something accomplished." His fear revolved around the four-year experience in store for him once he did get really serious. "I'm just hoping that these classes that I'm taking aren't these totally, like—I don't know the word—more like a waste of time; like doing all this easy stuff, when really I'm not aware of all the higher classes that I should be trying to take and get into." Nikki also confessed to her past and present fears of college. While discussing her transfer goals, she concluded: "So, we shall see. It's scary—very scary. . . . I'm so unsure of what to expect at the next level. It was scary to come here—I wasn't sure what to expect, but it was okay. It turned out okay, I guess."

SEBASTIAN

This was Sebastian's second semester at the college, and he was taking three classes while working part-time at a video store. The previous semester, he had worked full-time and started with four courses, but he found that he "started to fall behind." Since he had changed his work schedule, Sebastian wasn't particularly worried about his courses. "Like English: so far it's good, it's pretty easy, not really bad at all, compared to high school—I hated English." In part he attributed it to his own maturity as a student: "Now that I'm in college, I'm a little more mature and . . . I can get something out of it now."

Sebastian hadn't yet enrolled in any college-level classes, however; that semester, he was taking three basic skills classes, one for math, one for reading, and one for writing. In all the classes, but especially the English courses, he felt confident about his ability to do well. "I feel prepared; I feel comfortable doing all the work. It's all easy for me." Sebastian's anxiety was reserved for the future courses; he admitted, "But, um, I'm going to see how English 1A goes, because that's like freshman English."

FEAR MANAGEMENT

Fear of failing as college students drove some to employ preventive strategies. Choosing such actions (or inaction), however, could easily divert students from accomplishing their original goals. This risk was what puzzled me about students like Eva. When I interviewed her, she and her classmates in Composition 1A were uearly all assured of passing the course. Yet even she, a competent and conscientious student who "always knew [she] would attend college," had considered quitting on day one of the course. Nor was she the only one to respond in that way. Jenn's anxieties on her first day almost led her to drop out of college altogether. Jenn prefaced her account by saying, "I really wasn't ready to come, at all. I wasn't ready for it altogether, just wasn't ready for another year of school. I was in a new town, at a new school. And I just didn't know what to expect."

The first day of school was a Tuesday, a day when all her courses were scheduled to meet. Before going to the first class of the day, Jenn spoke to her mother.

I called her up, and I said, "I'm on my way to school." She says, "Okay, I'll talk to you later on," and I said "okay." I went to my first class, had like a four-and-a-half-hour break, and then went to my other three, went home, and I thought, "I quit."

Then I called my mom up, and I tell her, "I quit. Yeah, I quit here." She asks, "How do you plan on living?" and I say, "I don't know. I don't know how I plan on living. I don't care." She says, "Jenn, it can't be that bad," and I say, "You want to hear what the hell I have to do?" And I went syllabus by syllabus, day by day. And she was just like, "Well, just take it one day at a time. Don't get overwhelmed." And I'm just thinking, "Don't get overwhelmed? It's a little late for that!"

So I sat there and bawled with Mama for three hours. Then I talked to my sister, and my sister tells me, "I'll help you out." So eventually, after like four hours of talking with my mom, and an hour and a half talking with my sister, they convinced me that I could do this, that I've been through tougher stuff than this, and that it'd be no big deal.

Clearly, quitting is the ultimate fear management strategy, because it offers a means of eliminating the source of anxiety; however, students did not necessarily opt out of school altogether. Other strategies offered students ways of continuing their studies, while warding off the worst forms of personal failure.

JENN

Although Jenn had received all As in high school, she described herself as "absolutely not" prepared for college. When I asked her to explain, she told me that her older sister, who had taken Advanced Placement (AP) courses in high school, had reported being totally unprepared for college. In fact, her sister was constantly challenging Jenn, telling her, "'You need to take harder classes—these are just simple classes.'" Her sister also told Jenn, "'You're making all As. There is a problem here.' And she's like, 'You don't study. You barely do your homework.' She said, 'You know, you wait until the last minute to do your homework.' And she's like, 'I just don't see how you're making all As, when you're really not doing anything.'" Jenn was so nervous about college that for the entire summer after high school graduation she tried to avoid thinking about registering for classes at the community college she planned to attend. If her mother hadn't been "getting on her" about it, she might not have followed through. Describing how the pressure affected her, Jenn provided an example from the summer: "So my mom was just on me. 'We need to get your scheduling done, dah, dah, dah,' and it was like, 'I'm overwhelmed. Don't bother me, don't talk to me.' I didn't talk to her for like three weeks."

One such strategy consisted of scaling back. Several students had been admitted to nearby four-year colleges, but had chosen instead to start their college careers in a less stressful environment. Adriana told me, that she had made a good decision, stating, "I think it's a good way to start because I'm afraid if I would have gone straight to [Research University], I would have been stressed out, because it would have been such a bigger thing."

Similarly, Ashley told me, "I'm just kind of getting my feet wet in the whole college experience thing. I'm new to the city, so I'm new to the area and everything, and I got accepted to Western State, but I got—I don't want to say I got scared, but I just wanted to save my own money, not be a burden on my parents. So I'm doiug that and going to school here, and it is [pause]—it's smaller classes, and you get to [pause]—it's better. I'm gradually getting up there. And then I'll go, I'm going to go to Western State probably next fall, or the fall after—I'm not sure." When I asked her if she could break it down and assign percentages to her different reasons, Ashley came up with an estimate of 20 percent for saving money. "I really don't want to be a burden, and I'm probably going to get like financial aid and stuff. But, yeah, it's not that big. . . . I don't know, maybe like 20 percent." As far as the time to "gradually get up there" and be ready for the four-year college, "probably over 50 percent. Yeah, that's probably the biggest reason, is just really wanting to be ready."

For Ashley, the underlying fear involved being exposed—in

front of the teacher and her peers—as too stupid for college classes. "I don't want to be the stupid kid in class, where everyone else is raising their hand, and I'm the only one not. And I know it's not going to be like that, but it's one of my biggest fears."

In both instances, highly capable students with excellent records of performance in high school took themselves out of high-risk situations by scaling down and starting at LSCC.

Students with more marginal academic backgrounds were similarly driven by their fears to scale back their educational goals. Nereida and Susan were taking themselves off the baccalaureate track. Others spoke of newly formulated career plans, born of a desire to do "less school." Examples of students who spoke of such scaled-back plans included Suzanne, who was considering cosmetology, and Mariella, who spoke of earning a certificate instead of an associate's degree. For still others, scaling back would result in their withdrawing from school altogether.

A second fear management strategy was to redefine success and failure. Some students, who described the advantages that sprang from specific experiences of failure, exhibited remarkable resilience in the face of disappointments and derailed plans. This ability to reframe disappointments and failures as fortuitous twists of fate was expressed most eloquently by a Latino student named Carlos. Midway through his first semester of college, Carlos's composition instructor, Michelle, recommended that he withdraw from the course, to avoid receiving an F.[6] When I asked Carlos how disappointed he was that he would have to repeat the course, he responded with the phrase "No hay mal que por bien no venga" (There is no bad thing that can't turn out for the good) and explained, "It's okay, because now I'm going to focus more on the other classes. And right now, music is really hard stuff right now, so I'm going to focus on music and my other classes. It won't affect me on my financial aid because I had fifteen hours, so now I have twelve."

Other students seemed to be formulating protective rationalizations for imminent failure. For instance, near the end of the semester, Yolanda disclosed that she had many outstanding composition assignments. She had attended every class session, and noted that she had learned a lot of grammar (especially pronouns) by taking the class. In the same conversation, she offered a range of definitions of success in Comp 1A:

> Success for one person can be, "I've actually conquered it by making the A I wanted to make." "I went to all the classes," can be a success. "I flunked the classes, but yet I understand what a pronoun is," can be a success. . . .
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> And so you win some, you lose some. I may lose three hundred dollars and flunk in this class, but when I take the class again, I guarantee you that I'll come back with a little bit more fire under me and say, "Okay, I know what you want done. So I know what I need, and I'm going to get it done."

With this revised definition of snccess, Yolanda could finish the semester without completing the assignments and therefore fail the course, yet still retain a sense of efficacy that would enable her to return to LSCC the following semester to retake Comp 1A. In fact, Yolanda did not pass Comp 1A that semester. During the interview, she had expressed confidence that she was able to do the required coursework, and yet, two-thirds of the way through the semester, she had not yet submitted any of the essay assignments to her instructor. Yolanda was not unique in this regard. Across six sections of composition at LSCC, I observed students who attended class through the end of the semester, completed the assigned readings, and participated in the in-class activities—yet failed to submit written work for their instructors to grade. Still other students had disappeared altogether, silently withdrawing from the course and joining the 40 percent who did not complete Comp 1A.

A third fear management strategy consisted simply of avoiding any formal assessment. Every assessment-related activity

posed the risk of exposing to others (both professors and peers) what students already suspected: their overall unfitness for college. Thus, not participating in classroom discussions, avoiding conversations with the professor—whether inside or outside the classroom—or choosing not to attend class sessions offered fear-driven students another reprieve from exposure. Students have admitted that silence during class—whether in whole-group or small-group configurations—results from anxiety, not from laziness or lack of caring. Some students deal with test-taking anxiety by avoiding particular tests; others end up taking the test, only to stop attending class before they find out the results. The greatest risk, of course, lies in graded assessments of student performance. In the absence of evidence from assessments, students can still cling—however tenuously—to their identity as college students.

Jenn, who had reported feeling overwhelmed on day one by the coursework outlined on various syllabi, decided not to quit immediately, but she came to that decision only after hours of discussion with her family. When I asked Jenn how often, after that first day at LSCC, she reconsidered dropping out, she replied, "I would think that, probably, with every first test that there was." In other words, the prospect of submitting the first graded assignment for each course was the most terrifying part of the semester. Barbara told about her first English class, during which the instructor administered an in-class writing assignment. With a sense of hopelessness, Barbara attempted to draft some sort of response; and at the end of the class, Barbara recalled, "I walked up to [the professor's] desk. I handed her my paper and I said, 'I don't know what you want written down. I have no idea what an essay is.' . . . She looked at me and I told her, 'I'm not coming back.'" This particular example highlights the irony of such avoidance strategies, that students' efforts to manage their fear of failure can easily lead to failure.

Elisa's experience with the research paper assignment illustrates the extent to which her fear of failure drove her to the

brink of actual failure. On the day the research paper was due in Julie's class, I had a conversation with Elisa and Charmaine, neither of whom was ready to submit a draft of the assignment. Whereas Charmaine expressed confidence that she would submit one soon, Elisa spoke of her loathing for the research paper assignment. In fact, she told us, she had withdrawn from Comp 1A during the spring semester after getting stuck on this very assignment. At this point in the fall course, with Julie as her instructor, Elisa had chosen a topic (the influence of media images on women) and begun brainstorming about possible theses; however, she voiced concern about finding more sources and demonstrated hesitance regarding the appropriateness of the topic for the research paper assignment. When I asked whether she had talked to her instructor, Julie, about those concerns, she replied, "But I feel so bad—I'm so far behind and I don't want her to know." Instead, Elisa thought that she would probably withdraw from the course and try again next semester.

Upon urging from Charmaine and me, Elisa did meet with Julie to discuss the research paper. Julie later reported to me that Elisa had successfully completed the assignment. "Her research paper she finally submitted to me was A work. I mean, I chuckled. I wrote a comment back to her: 'LOL—I'm laughing out loud because your paper is awesome, and you were worried sick about submitting this paper to me, and this is your best paper.'"

When it came to learning, Elisa's strategy of avoidance was clearly counterproductive. Such an approach to the assignment made sense only in light of her conviction that she was not a competent college student. From this perspective, error—whether past or potential, real or imagined—plays a destructive role, by chipping away at each student's self-conception as a competent college student. Not surprisingly, students exhibited very low tolerance for feeling confused or making mistakes, phenomena they could easily attribute to their own inadequacy rather than to the process of learning new skills or information.[7]

This was certainly true of Natalie, a second-semester student at a California college. During her interview, Natalie assessed herself as entirely "unready" for college, attributing it to a personal character flaw—a form of fear-induced lack of effort.

> I'm scared of hard stuff. I'm intimidated by hard stuff, so that's probably holding me back. I need more courage. . . . I'm a scaredy-cat; I say, "That class is too hard," instead of trying it out and applying myself. That's what's wrong with me.
>
> I turned in my first paper and I got an X. I mean, you're supposed to get like, a B over X, or a C over X, so that you can have a chance to fix what you made a mistake in and then get that C. And I didn't get anything over that X—I just got an X. . . . See, that's why I don't turn anything in. . . . That's why I don't like turning anything in, because every time I do, I get a bad grade.

Natalie had carefully examined the syllabus for some clue about the mysterious X she'd received but still did not understand what it meant. Her friend, also in the class, chimed in, "That just means you got to rewrite the whole thing." Natalie disagreed, however. According to the written policies, "He said no rewriting. He said, Don't rewrite the papers, just correct them."

It is difficult to understand why Natalie did uot complete any assignments after her initial X grades. Not only did she demonstrate familiarity with the syllabus and various course documents, in noting the correct instructions for students who receive an "over X" grade, but her understanding of the regulations also reflected careful reading of these relatively complicated texts. Yet her confusion about the X stymied her, instead of propelling her to investigate further. She continued to attend class, she participated in the small-group exercises, and she prepared for in-class quizzes. She did nothing about the incomplete essay, however. Nor did she submit any other essays. Instead, she avoided the problem. While her instructor waited fruitlessly for Natalie to seek his help, he assumed that she did not care about the course.

In the end, both teacher and student interpreted her performance as the result of individual deficits.

IMPLICATIONS FOR STUDENT SUCCESS

Using the example of his first math test of the semester, Carlos discussed his realization that the best plan was to work through the fear. On the day of the math test, he related, "I got panicked. And then I thought, 'Well, I'm going to try it,' and then I started writing and it was okay. That was it. I just got two problems wrong. And actually I got the first- or the second-highest grade in the class."

Carlos thus pinpointed the conundrum facing fearful students: fear drives them to the point of quitting, yet making the effort in the face of that fear may provide the evidence that they cau succeed.

Of huge significance regarding this phenomenon is the fact that I generally interviewed students at the end of the semester. By that poiut, many others had already quietly disappeared from the class. A few of the students who attended the last few weeks of class might have ended up failing the course, but for the most part, I interviewed the most successful students. At the same time, I do not believe that I would have gained the same insights about student fear had I interviewed students who did not persist. Nor do I believe that the students I interviewed at the end of the semester would have admitted their prior fears had they not believed that they were going to complete their courses successfully. In other words, students who acknowledged their fears did so in the past tense; they had felt that way at the start of the semester but had progressed over the course of it toward feeling less afraid and more confident. I suspect that had they still harbored those shameful feelings of inadequacy, the instinct to avoid being evaluated would have prevented them from admitting their fears, perhaps even to themselves.

The depth of fear among the most successful and resilient stu-

dents—students who had persisted in their courses until the end of the semester—suggests that at least some students who had withdrawn from the course or failed to complete the graded coursework were pushed over the brink by their fears, into failnre. For individuals who started the semester feeling unequal to "college student" demands, it was easy to perceive every dimension of college and college coursework as overly confusing and too difficult. Such students avoided the forms of active engagement that would have improved their chances of succeeding, while simnltaneously diverting instructors' attention from the core reason for their counterproductive behavior. In other words, such defenses against fear seriously undermined their chances of passing the course. In light of the large number of students who fail or withdraw from Comp 1A at community colleges, it is very likely that many employed the counterproductive strategies described by the students I have spoken with. Students like Jenn and Eva felt like quitting at the start of the semester, but other students actually did so at varions points thronghout the semester.

With a few exceptions, the composition students I interviewed had mustered enough courage to snbmit written work throughout the semester and ultimately completed the course successfully. Judged by the end-of-semester outcomes, the depth of fear that the interview respondents had experienced at the start of the semester was unwarranted. Once students overcame the biggest obstacle—once they submitted the most fear-inducing assignment—their performance far exceeded their initial pessimistic predictions. They had been able to overcome their fears without resorting to passive strategies of disengagement or dropping out.

For those who did pass the course, one of the most important lessons was that when they submitted the writing assignments, their deepest fears were disproved. For Kyra, who spoke to me of her "total fear factor" in Comp 1A, doing well in the class provided evidence of her writing competence. As she put it, "So

that kind of in itself indicates that I'm not as bad as I thought I was. And my fear is maybe just in my head, rather than actual fact." Similarly, Linda concluded at the end of the semester, "I hated writing, but now I feel that I know that I can. I feel better now. I'm not afraid like I was before."

Similarly, Jenn, who had left the first class session ready to quit school, described how her attitude changed after she had submitted the first graded assignment. "But once I got my first paper accepted for English, I was so excited. It made me want to go and write some more. Yeah, it made me want to go and write some more, and after my second paper, my mom just told me, 'I don't think anybody's given you the chance to write. I don't think anybody's given you what you needed, to learn.'"

Individuals who are familiar with what is required and who are relatively confident from the start of their success as college students are most likely to achieve success. Conversely, those who are least conversant with the norms of higher education are at a distinct disadvantage; they are more likely to feel like outsiders and to doubt their ability to fit in. Indeed, for fearful stndents, every interaction in the classroom and with their professors outside class holds the potential to confirm their feelings of inadequacy. Yet the same strategies that relieve their fear can prove counterproductive for completing college coursework. In particular, avoiding assessment precludes the chance of proving their academic merit. Thus the fear of failure—rather than actual failure or evidence of unsuitability—prevents full commitment and engagement. How such fears and counterproductive strategies might be countered is therefore an important consideration in promoting student success. How individual professors have addressed the issue—indeed, *that* professors need to address the issue—lies at the heart of Chapter 6.

Section 4:
Reading-related Concepts

Active Ways to Think about Texts

One-page Reference Guide

Predict

A mature reader makes predictions in order to keep track of important information and to keep focused on what an author is saying and doing in the text.

While you read, ask yourself…

- What is the author going to say next?
- How will the author conclude this line of thinking?
- What kind of evidence will he/ she provide?
- How will the author connect this idea to what has already been said?

Summarize

Writing brief summaries in your margins is a good way to capture the important information and condense lengthier passages. Summaries will help you manage important information and challenge you to think critically about the texts you read.

Before writing your summary, ask yourself…

- Who or what is important in this passage?
- What words or phrases should I include?
- What concepts or ideas relate to what I am learning in class?

Clarify

Sometimes when you read, you will come across information that is not clear. When this happens, you will want to take a moment and clarify unfamiliar words, sentences, ideas, or concepts.

In order to clarify information, readers will ask…

- What words or phrases do I not understand?
- What was the main point of this passage?
- How does this information relate to *that*?
- What will help me understand the text?

Visualize

While you read, try and visualize what the author is saying. The more you can *see* the more you will be able to understand.

To help you visualize the text, ask yourself…

- What does this look like?
- How can I draw this concept/ idea?
- What does the author want me to see?
- What visual best represents this idea?

Question

Mature readers will question texts while they read. The following questions support the comprehension, analysis, and evaluation of the content.

While you read, consider the following questions…

- Factual Questions
  - Who? What? When? Where?
- Interpretive Questions
  - How? Why? What?
- Beyond the Text Questions
  - I wonder…
  - I'm curious about…

Connect

As you read, try to personally connect with the text. You can also connect the text to something you've seen, heard, read, or experienced. Making these connections will help you understand and visualize the text more clearly.

To help with these connections, readers ask…

- Where have I heard this idea before?
- How does this relate to my experience?
- How did I feel about this?
- How does this challenge what I know?
- How does this relate to my studies?
- How can I connect this idea to other texts?

*Handout from Jonathan LeMaster's "Bridging the Gap: A Critical Reading and Writing Guide" (2007)

Using the Text to Set a Purpose

One-page Reference Guide

Every reading experience ought to begin with a purpose. And every purpose should begin with a question or series of questions. Sometimes our purpose for reading is driven by personal interest or curiosity, and sometimes our purpose for reading is to learn more about a particular topic or issue. Setting a purpose for reading helps guide the reading experience, providing a focus which readers can use to comprehend a text. However, selective and purpose-driven reading is not always left up to the students. For this reason, students depend on the teacher to communicate the specific purpose for reading a particular text. When this purpose is not communicated, students need to learn how to use the text to establish a series of purpose-driven questions. Consider the following ways texts can be used to create purpose-driven reading.

Titles and Subtitles

- How can I rewrite the title into a question?
- How can I use words from the title to create new questions?
- How can I use subtitles to guide my reading?
- How can I use the titles to ask larger, more thematic questions?

Focus/ Review Questions

- Are there focus questions at the beginning or end of the chapter, section, or article?
- How can I use these focus or review questions to guide/ focus my reading?
- What new questions can I ask based on the focus questions?
- What words or phrases do I need to understand before I read?
- What do I need to know in order to answer these questions?

Key Concepts

- Does the text provide key concepts at the beginning or end of the selection?
- How can I use the themes or key concepts to guide my reading?
- How can I rewrite the key concepts into focus questions?

Previews and Summaries

- Does the text provide previews or summaries?
- How can I rewrite the previews or summaries into focus questions?
- What key information is discussed in these summaries? What will I need to know?
- What words or phrases will be essential to my reading?

Connecting to Class Themes/ Concepts

- How are these key concepts connected to what I am learning in class?
- How do the titles or subtitles relate to what I am learning in class?
- What will I need to be thinking about while I read this text?
- How do the review questions relate to the topics/ ideas discussed in class?
- How can I connect what I am learning in class to what I am being asked to read?

The Basics of Annotation

What is annotation?

"Annotation" means thoughtfully and thoroughly marking up a text in a variety of ways as you read. It requires active reading. This is how to best engage with the articles and other texts you will read in this course. The guidance below is also very helpful for the textbooks or other texts you will read in other college classes.

Why annotate?

- It forces you to pay attention and actively read. As stated in *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, by John C. Bean: "Students need to become 'deep readers' who focus on meaning, as opposed to 'surface readers' who focus on facts and information" (Bean 162).

- It improves memory retention of the material.

- It saves time later when you are in the midst of the writing process. You will comprehend the text better and will be able to find the strongest support for your essays. For this same reason, it makes it easier to study material for a test.

- It will allow you to participate more readily in class because you will have your thoughts on the text all written down and ready to share.

Before You Read

- See how long the article is so you can effectively time manage and juggle the reading with your other assignments. Break it up into chunks if needed.

- Look at the title and see what it foreshadows about the article.

- Research the author's background online and consider its importance.

- Skim the text. Read the intro, headings and first sentence of each paragraph. (Don't highlight anything yet!)

- Notice the headings if it has them. Headings are a clue as to what each section will cover.

- Think about what you know on this subject. Connect it to your own life and experiences, even before reading it.

- Have your reading tools ready: pen, highlighter, and page flags or post-its if you'd like.

While Reading

- Record your "conversation" with the author in the margins and the thoughts going through your head as you read. Please mark up the text in a variety of ways! Make it messy and try out at least 3-4 of the methods below all demonstrated in the sample annotation:

  - summarizing/paraphrasing major ideas
  - agreeing/disagreeing with author
  - asking critical questions
  - defining words and references
  - noting emotional reactions
  - marking rhetorical strategies
  - marking claims/evidence
  - making personal connections

- Use symbols, drawings, and abbreviations in the margins for more efficient note taking.
- Some students find it helpful to color code their annotation, such as writing questions in red and personal connections in green.
- Write down questions you have as you read and put a question mark next to parts you don't understand.
- Sum up each paragraph in one blurb in the margin.
- Read while agreeing with the author (reading as a "believer") and again while disagreeing with the author (reading as a "doubter"). See how this changes your impression of the argument and the types of comments you write.
- Do not make underlining and highlighting your main priority; a highlighter can become a crutch. It is better to write the reason you would have highlighted something in the margins. If you do want something to stand out from the rest of the text for later reference, highlight only words and phrases, rather than whole sentences, that seem important so that you are strategic about it. (Aim to highlight no more than 10-15% of text per page.)
- Put stars next to important points.
- Draw lines to connect sections or ideas that are related.
- Turn the title or heading into a question, then try to find the answer to it in the text.
- Read the text at least twice. Read the confusing parts at least three times.

After Reading

- Write a short summary of the text.
- Construct an outline of it.
- Talk about the text with a friend in class to help each other understand it.

Happy reading!

"How AI Will Rewire Us"

There are changes coming – both positive and negative

For better and for worse, robots will alter humans' capacity for altruism, love, and friendship.

By Nicholas A. Christakis ← Sociologist & physician – why is a physician interested in robots?

The Atlantic
April 2019

Nicholas A. Christakis, a physician and sociologist, is the Sterling Professor of Social and Natural Science at Yale. He is the author of Blueprint: The Evolutionary Origins of a Good Society.

1. Fears about how robots might transform our lives have been a staple of science fiction for decades. In the 1940s, when widespread interaction between humans and artificial intelligence still seemed a distant prospect, Isaac Asimov posited his famous Three Laws of Robotics, which were intended to keep robots from hurting us. The first—"a robot may not injure a human being or, through inaction, allow a human being to come to harm"—followed from the understanding that robots would affect humans via direct interaction, for good and for ill. Think of classic sci-fi depictions: C-3PO and R2-D2 working with the Rebel Alliance to thwart the Empire in *Star Wars*, say, or HAL 9000 from *2001: A Space Odyssey* and Ava from *Ex Machina* plotting to murder their ostensible masters. But these imaginings were not focused on AI's broader and potentially more significant *social* effects—the ways AI could affect how we humans interact with one another.

Films on AI not as much about social effects

I've seen this movie – Ava kills her creator

↑ his focus

2. Radical innovations have previously transformed the way humans live together, of course. The advent of cities sometime between 5,000 and 10,000 years ago meant a less nomadic existence and a higher population density. We adapted both individually and collectively (for instance, we may have evolved resistance to infections made more likely by these new circumstances). More recently, the invention of technologies including the printing press, the telephone, and the internet revolutionized how we store and communicate information.

Wow! Long time

very true!

3. As consequential as these innovations were, however, they did not change the fundamental aspects of human behavior that comprise what I call the "social suite"—a crucial set of capacities we have evolved over hundreds of thousands of years, including love, friendship, cooperation, and teaching. The basic contours of these traits remain remarkably consistent throughout the world, regardless of whether a population is urban or rural, and whether or not it uses modern technology.

How does the "social suite" relate to robots?

def: common human behaviors (+)

def: shape, form

4. But adding artificial intelligence to our midst could be much more disruptive. Especially as machines are made to look and act like us and to insinuate themselves deeply into our lives, they may change how loving or friendly or kind we are—not just in our direct interactions with the machines in question, but in our interactions with one another.

def: slide

He believes robots may negatively impact society

Shift to his experiments here on robots & groups of people

5. Consider some experiments from my lab at Yale, where my colleagues and I have been exploring how such effects might play out. In one, we directed small groups of people to work with humanoid robots to lay railroad tracks in a virtual world. Each group consisted of three people and a little blue-and-white robot sitting around a square table, working on

tablets. The robot was programmed to make occasional errors—and to acknowledge them: "Sorry, guys, I made the mistake this round," it declared perkily. "I know it may be hard to believe, but robots make mistakes too."

6. As it turned out, this clumsy, confessional robot helped the groups perform *better*—by improving communication among the humans. They became more relaxed and conversational, consoling group members who stumbled and laughing together more often. Compared with the control groups, whose robot made only bland statements, the groups with a confessional robot were better able to collaborate.

7. In another, virtual experiment, we divided 4,000 human subjects into groups of about 20, and assigned each individual "friends" within the group; these friendships formed a social network. The groups were then assigned a task: Each person had to choose one of three colors, but no individual's color could match that of his or her assigned friends within the social network. Unknown to the subjects, some groups contained a few bots that were programmed to occasionally make mistakes. Humans who were directly connected to these bots grew more flexible, and tended to avoid getting stuck in a solution that might work for a given individual but not for the group as a whole. What's more, the resulting flexibility spread throughout the network, reaching even people who were not directly connected to the bots. As a consequence, groups with mistake-prone bots consistently outperformed groups containing bots that did not make mistakes. The bots helped the humans to help themselves.

8. Both of these studies demonstrate that in what I call "hybrid systems"—where people and robots interact socially—the right kind of AI can improve the way humans relate to one another. Other findings reinforce this. For instance, the political scientist Kevin Munger directed specific kinds of bots to intervene after people sent racist invective to other people online. He showed that, under certain circumstances, a bot that simply reminded the perpetrators that their target was a human being, one whose feelings might get hurt, could cause that person's use of racist speech to decline for more than a month.

9. But adding AI to our social environment can also make us behave less productively and less ethically. In yet another experiment, this one designed to explore how AI might affect the "tragedy of the commons"—the notion that individuals' self-centered actions may collectively damage their common interests—we gave several thousand subjects money to use over multiple rounds of an online game. In each round, subjects were told that they could either keep their money or donate some or all of it to their neighbors. If they made a donation, we would match it, doubling the money their neighbors received. Early in the game, two-thirds of players acted altruistically. After all, they realized that being generous to their neighbors in one round might prompt their neighbors to be generous to them in the next one, establishing a norm of reciprocity. From a selfish and short-term point of view, however, the best outcome would be to keep your own money *and* receive money from your neighbors. In this experiment, we found that by adding just a few bots (posing as human players) that behaved in a selfish, free-riding way, we could drive the group to behave similarly. Eventually, the human players ceased cooperating altogether. The bots thus converted a group of generous people into selfish jerks.

Sounds cheesy ☺

reminds me of the funny co-worker who lightens the mood

social suite emotions

the confessional robot made the people better communicators

huge study! good sample

Experiment #2

The 3 experiments act as evidence-tied to ethos & logos

- Claim - Bots can help people be better.

Crazy! They can help curb racism online

The downsides of AI

Experiment #3

generosity & donations/ game

Def: unselfish

How do they know this was because of the robots?

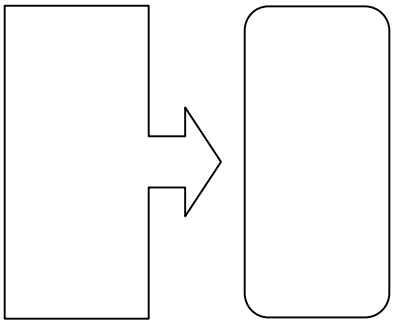
change in tone/ informal wording/ harsh?

Graphic Organizers

One-page Reference Guide

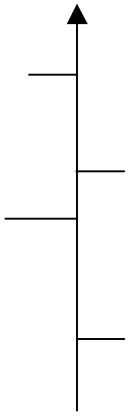
Cause/ Effect

Subject:_____

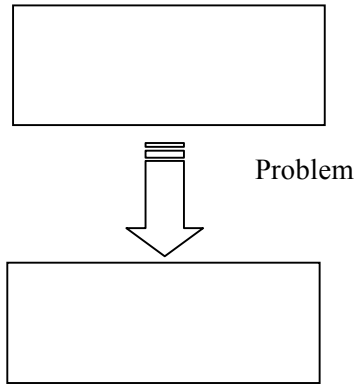


Cause Effect

Sequence Notes

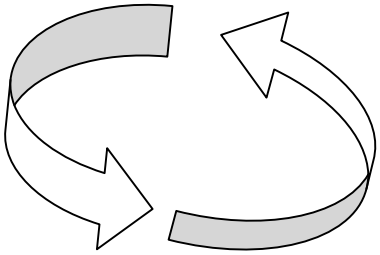


Problem/ Solution



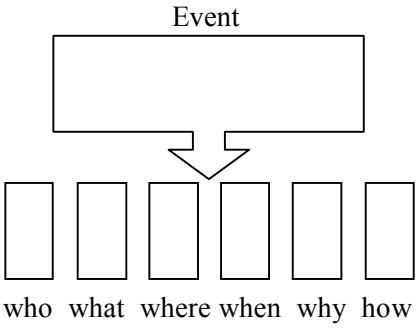
Process (cycle) Diagram

Process 2

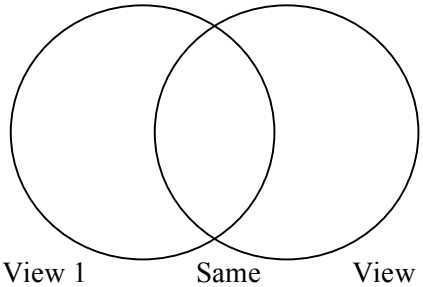


Process 1

Investigation Chart



Venn Diagram



Outline

I. Main Idea

A. Supporting Idea

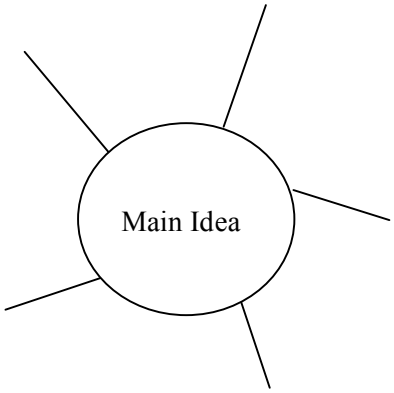
1. Evidence

B. Supporting Idea

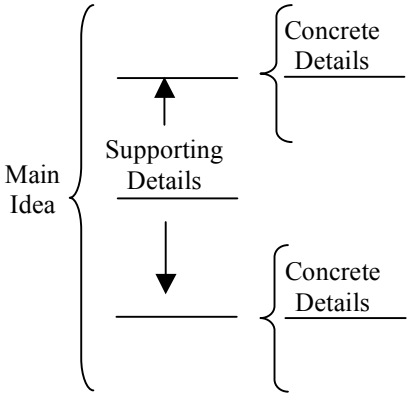
1. Evidence

a. Concrete detail

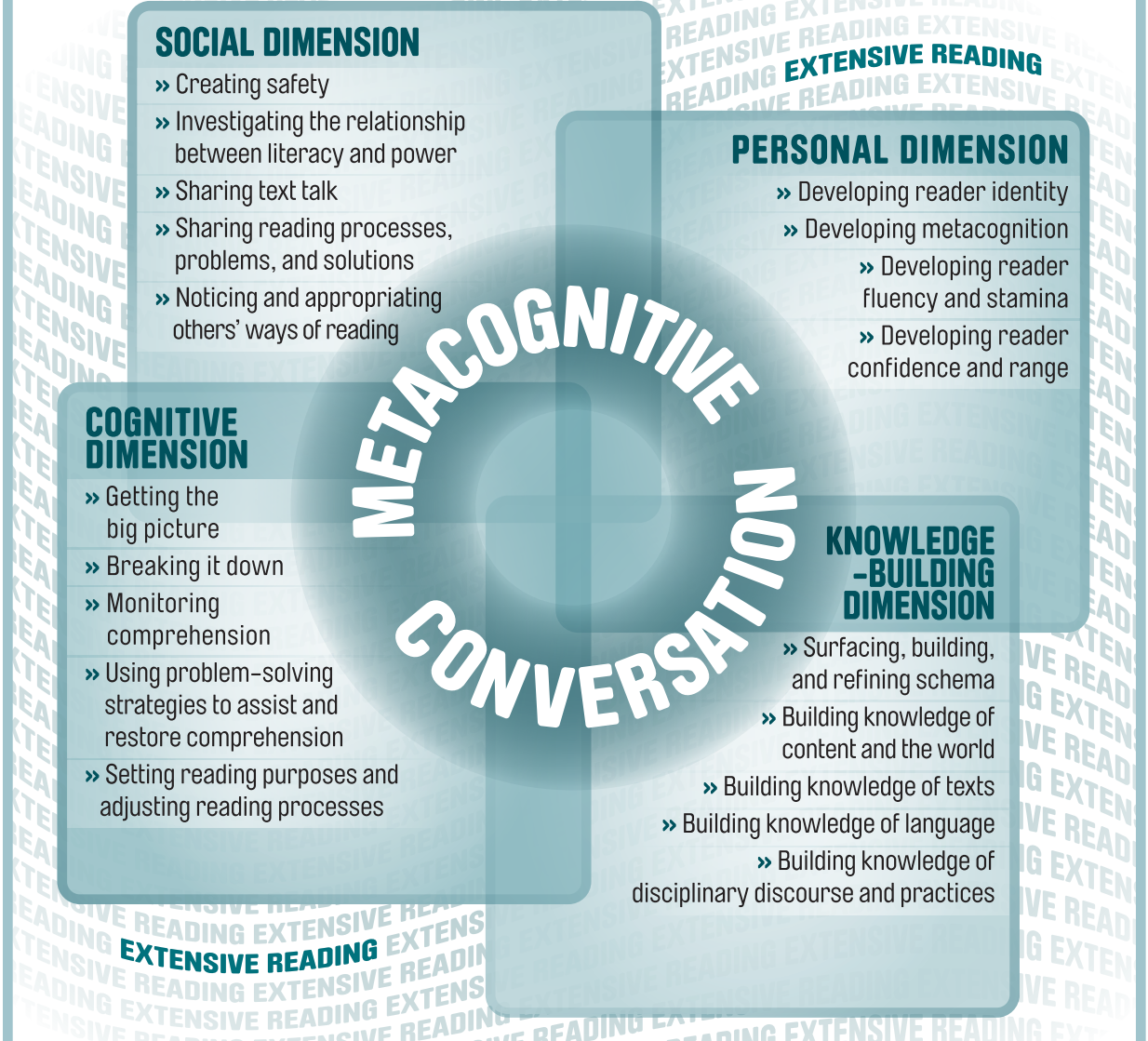
Concept Map



Evidence Organizer



THE READING APPRENTICESHIP® FRAMEWORK



Metacognition Overview

Defined simply, metacognition means "thinking about thinking" and it is practice we want to model for students. We also want to provide them with opportunities to practice metacognition independently as they learn. Educator Michael Martinez defines it as "the monitoring and control of thought."

Martinez explains that metacognition has three primary components:

- Metamemory/metacomprehension: A students' ability to monitor whether they remember something accurately or fully comprehend a concept or text.
- Problem Solving: "the pursuit of a goal when the path to that goal is uncertain." This is a students' ability to figure out how to get from "point A" to "point B."
- Critical Thinking: "evaluating ideas for their quality." This means students know how to ask critical questions of a text, idea, etc.

Being metacognitively aware means that a student is conscious of what information they already know about the problem, what information they need to know to solve the problem, and the strategies to use to solve the problem. Being able to articulate such thoughts helps students become more effective problem-solvers and self-directed learners. Initially, however, many students are not capable of this sort of thinking on their own. For this reason, the instructor must become a tutor or "cognitive coach" who models inquiry strategies, guides exploration, and helps students clarify and pursue their research questions (Arámbula-Greenfield, 1996).

Common classroom activities to support metacognition:

- Think alouds
- Talking to the text
- Metacognitive journals
- Self-reflections
- Sharing their struggles as a reader and writer in groups
- Creating a reading strategies list

Questions to ask students to encourage metacognition:

- What were you thinking about when you were reading this passage?
- Where did you get stuck?
- What did you do when you were stuck?
- Does this passage remind you of anything else we've read in this class?
- Model your thinking: When I read this part, I (thought, connected, wondered, remembered) ____ and that helped me to understand ____.

Metacognitive Reading Log

Title & author:_____

Confidence in my understanding of the text (5 is the highest): 1 2 3 4 5

Important Ideas and Info. in the Text Listing actual quotes and page numbers is helpful here.	My Thoughts, Feelings and Questions About That Idea or Info. *Optional Sentence Starters* I think… A question I have is… I predict that… In other words… This reminds me of… I am confused about… I am not sure I agree because…
1.	
2.	
3.	
4.	

Important Ideas and Info. in the Text	My Thoughts, Feelings and Questions
5.	
6.	
7.	
8.	
9.	
10.	

Planning to Introduce Think Aloud

Think Aloud refers to the practice of making one's thinking visible by making it audible; a reader literally speaks out thoughts as they occur in interaction with a text. Instructors strategically model Think Aloud to help students see, hear, and practice the mental activities engaged in by good readers. As a classroom routine, Think Aloud helps students focus on comprehension and helps the instructor know when and how students' comprehension goes awry, giving instructors the opportunity to consider when and how to intervene.

Engaging students in strategic metacognitive conversation serves several purposes:

• Engages all four dimensions of classroom life (personal, social, cognitive, and knowledge-building);
• Provides practice putting names to cognitive activities that help students figure out what they are thinking;
• Encourages students to notice and say when they are confused and use each other to brainstorm meaning through thinking aloud;
• Helps students notice text structures and how to navigate various genres, which builds confidence and stamina. Many instructors feel very comfortable with the theory of Think Aloud, but nervous about the process of "Making it Real"! Here are some guidelines to keep in mind as you scaffold the activity:

• Choose a relevant course text that will engage students in predicting, visualizing, making connections, identifying problems, using fix-ups, and/or asking questions. Of course, students may not engage in all of these reading processes at any one time. The goal is to support students' development in knowing when, why, and how to engage a text.

• Model for the students how you, as an expert reader, would read the text, remembering that what you choose to model will depend on what you want students to glean from the text and activity.

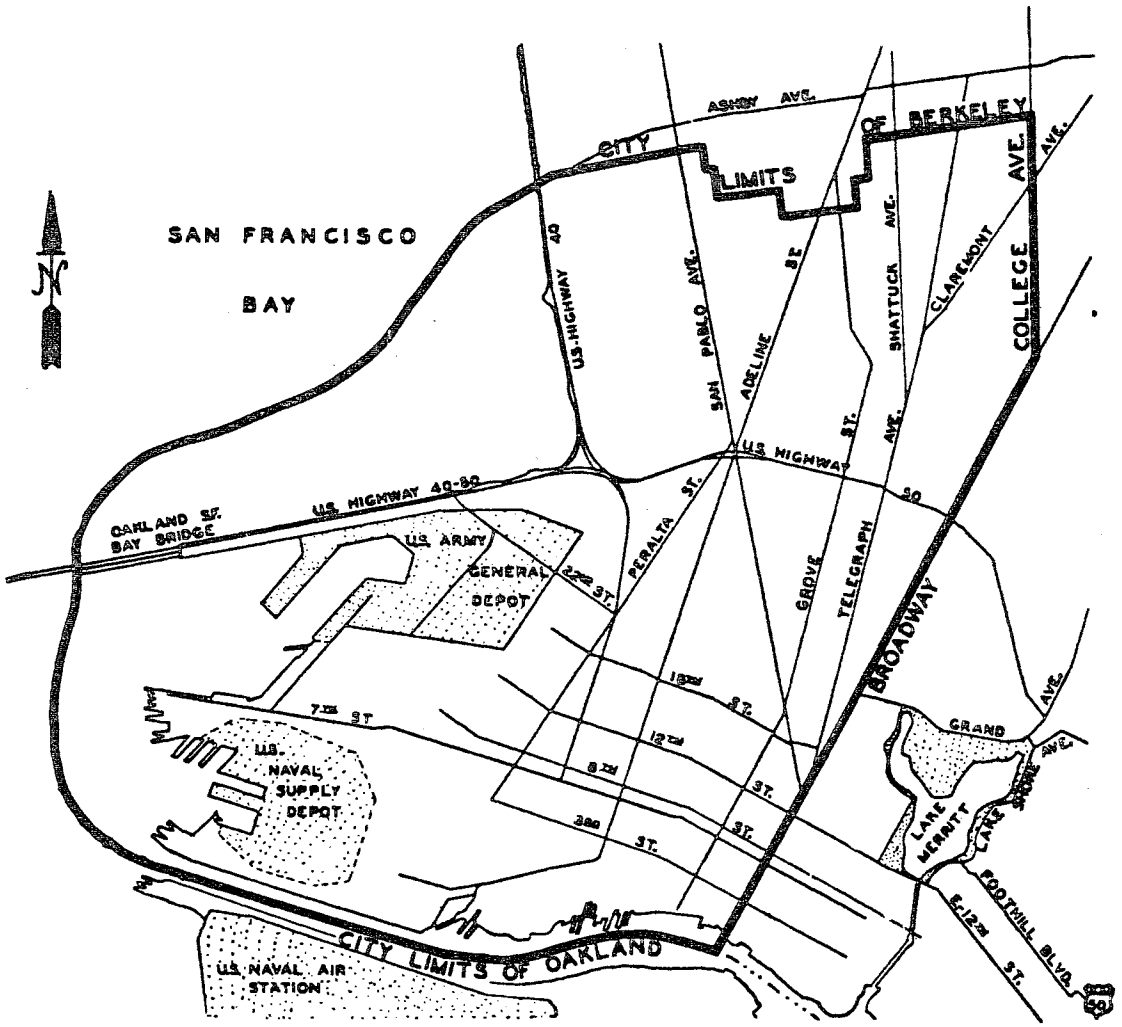
• Be authentic. Even though you are choosing to model Think Aloud with a particular text for a particular purpose, you should still share the contents of your thinking in a spontaneous way. Do not turn your model Think Aloud into a lecture in disguise!

• Keep it short. When you model Think Aloud, cut yourself off after 2-5 minutes. When students work together in pairs, they might be able to sustain the Think Aloud for longer stretches. For example, a student might practice Thinking Aloud while reading one full paragraph while his or her partner takes notes, and then the pair will switch roles; this process could take more time, but it should still be focused and limited in scope.

• Build the metacognitive conversation. Be sure to provide students with thinking time, time to work with partners or small groups, and time to share out, and be sure to try Think Aloud with different texts and in different contexts. Model for your students your own faith that the metacognitive conversation will build and will become richer with time.

* Adapted from Schoenbach, Ruth, Greenleaf, Cynthia, and Lynn Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Interdisciplinary Learning.* (2012)

FIGURE B: Map of a Prohibited Area



C. E. Order 27

This Map is prepared for the convenience of the public; see the Civilian Exclusion Order for the full and correct description.

Source: J. L. DeWitt, *Final Report: Japanese Evacuation from the West Coast, 1942* (1943), p. 98.

Section 5:
Strategies for Working with Students

Promoting Active Learning

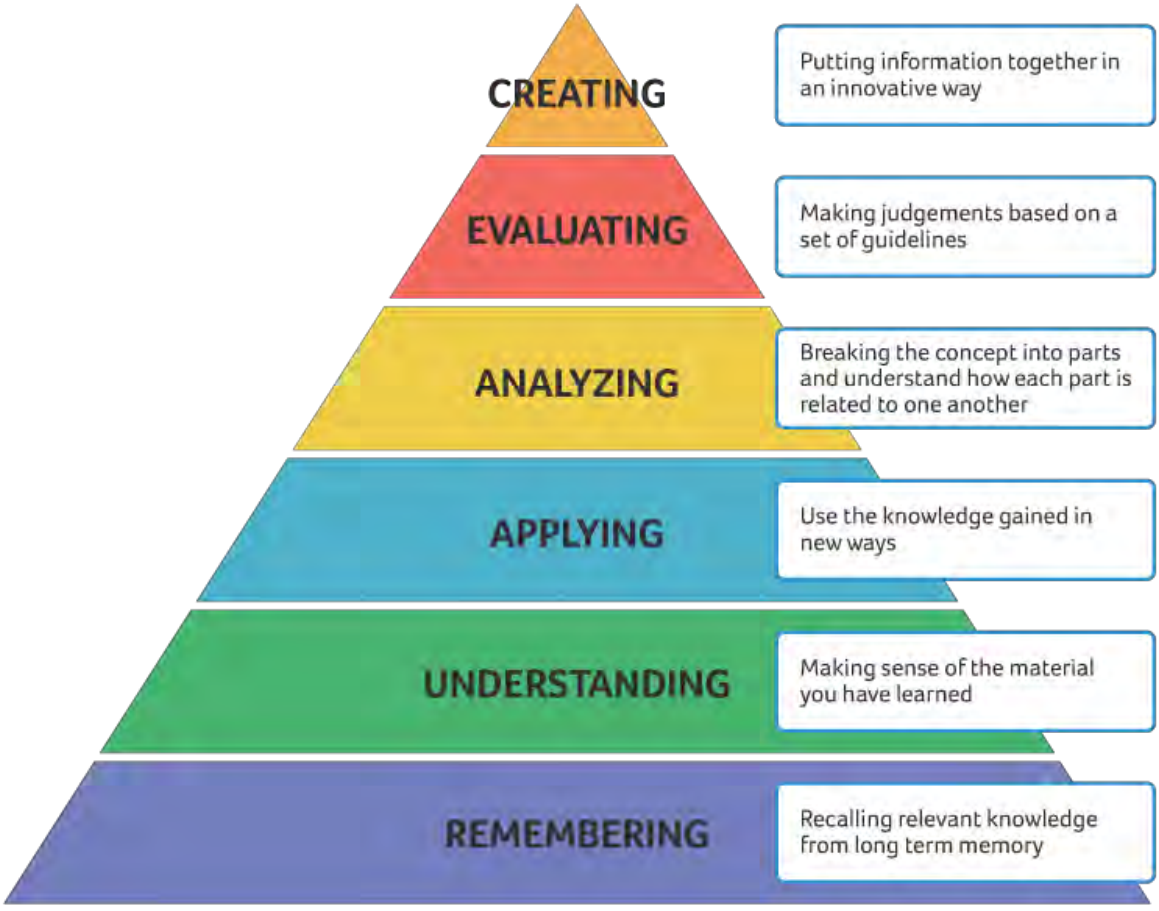
When students move from high school to college, many struggle with becoming independent, active learners. Think about it this way: in high school, students do about 80% of the work in class and 20% at home on their own whereas in college 20% of the work is done in class and the majority of it is done independently by the student. Active learners take the initiative to ask questions, select appropriate learning and study strategies, and monitor their levels of success.

Here are some ways tutors can aid students in becoming active learners in the classroom:

- During group work, make sure to engage all students in conversation as you walk around. Don't let students "slip through the cracks."
- Prompt students to talk about what they do and do not know about the topic.
- Let the students do most of the talking. For instance, if you ask a question, give all students an opportunity to answer it before you begin speaking again.
- Reply to student questions with questions instead of answers to point them toward discovering an answer on their own. This guides students' thought processes and mental habits.
- Direct students to refer to both the text and class notes for answers to questions. This reinforces the importance of reviewing information and finding answers in the sources they already have.
- Instead of creating a to do list or essay outline for the student, guide them through the process and let them do the work.
- Reinforce student responses even if they are wrong so as not to discourage future participation. If a student is wrong, inaccurate, or unclear, respond with probing questions such as, "That's interesting. What makes you say that?" or "Could you rephrase that?"
- Ask open-ended questions to encourage deeper thinking. For example, instead of "Do you understand this?" ask "What are the important ideas? Why are they significant?"

Bloom's Taxonomy

Tutors should be familiar with Bloom's Taxonomy, a widely accepted and referenced teaching resource and guiding principle. Classroom activities and assignments engage students at all levels of Bloom's Taxonomy, but the goal is to aim for upper levels of the pyramid that require more critical thinking. For instance, consider this taxonomy when asking questions. Do you want students to define a term? Evaluate a claim in a text? Effective questions prompt students to engage in discussion in meaningful ways. See the next page for question examples for each pyramid level.



Sample Question Stems Based on Revised Bloom's Taxonomy

Remember	Understand	Apply
Who?	What does this mean?	Predict what would happen if ...
Where?	Which are the facts?	Choose the best statements that apply.
Which one?	State in your own words.	
What?	Is this the same as …?	Judge the effects of …
How?	Give an example.	What would result …?
Why?	Select the best definition.	Tell what would happen if …
How much?	Condense this paragraph.	Tell how, when, where, why.
How many?	What would happen if …?	Tell how much change there would be if …
When?	Explain why . . .	
	What expectations are there?	Identify the results of …
What does it mean?	Read the graph (table).	Write in your own words …
What happened after?	What are they saying?	How would you explain …?
What is the best one?	This represents . . .	Write a brief outline …
Can you name all the …?	What seems to be …?	What do you think could have happened next?
	Is it valid that …?	
Who spoke to …?	What seems likely?	Who do you think…?
Which is true or false?	Show in a graph, table.	What was the main idea …?
	Which statements support …?	Clarify why …
	What restrictions would you add?	Illustrate the …
		Does everyone act in the way that … does?
	Outline . . .	Draw a story map.
	What could have happened next?	Explain why a character acted in the way that he did.
	Can you clarify. . .?	
	Can you illustrate . . . ?	Do you know of another instance where …?
	Does everyone think in the way that … does?	Can you group by characteristics such as …?
		Which factors would you change if …?
		What questions would you ask of …?
		From the information given, can you develop a set of instructions about …?

Adapted from the following sources: Pohl, Michael. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow. 2000; Tarlington, Denise. "Bloom's Revised Taxonomy." Powerpoint; www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc, February 8, 2006; http://eprentice.sdsu.edu/J03OJ/miles/Bloomtaxonomy(revised)1.htm

Sample Question Stems Based on Revised Bloom's Taxonomy

Analyze	Evaluate	Create
What is the function of …? What's fact? Opinion? What assumptions …? What statement is relevant? What motive is there? What conclusions? What does the author believe? What does the author assume? State the point of view of … What ideas apply? What ideas justify the conclusion? What's the relationship between? The least essential statements are … What's the main idea? Theme? What literary form is used? What persuasive technique is used? Determine the point of view, bias, values, or intent underlying presented material. Which events could not have happened? If … happened, what might the ending have been? How is … similar to …? What do you see as other possible outcomes? Why did … changes occur? Can you explain what must have happened when …? What were some of the motives behind …? What was the turning point? What are some of the problems of …? Can you distinguish between …?	What fallacies, consistencies, inconsistencies appear? Which is more important, moral, better, logical, valid, appropriate? Find the errors. Is there a better solution to …? Judge the value of … What do you think about …? Can you defend your position about …? Do you think … is a good or bad thing? How would you have handled …? What changes to … would you recommend? Do you believe …? How would you feel if …? How effective are …? What are the consequences of …? What influence will … have on our lives? What are the pros and cons of …? Why is … of value? What are the alternatives? Who will gain and who will lose?	Can you design a … to …? Can you see a possible solution to …? If you had access to all resources, how would you deal with …? Why don't you devise your own way to …? What would happen if? How many ways can you …? Can you create new and unusual uses for …? Can you develop a proposal which would …? How would you test …? Propose an alternative. How else would you …? State a rule.

Adapted from the following sources: Pohl, Michael. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow. 2000; Tarlington, Denise. "Bloom's Revised Taxonomy." Powerpoint; www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc, February 8, 2006; http://eprentice.sdsu.edu/J03OJ/miles/Bloomtaxonomy(revised)1.htm

Active Listening Strategies

Here are three active listening skills for tutors:

Paraphrasing

When working with students, use your own words to restate what you believe the student is saying. This helps students hear how their thoughts are coming across to you and gives them an opportunity to clarify, if necessary.

Encouraging

Let the student know that you are following what he/she is saying (e.g., “OK”, “I see”, “uh-huh”, etc.). This way, the student knows that you are listening and following along.

Summarizing

As you might imagine, summarizing means that you are briefly going over what was said, highlighting the main concepts and points that you discussed. This confirms that you were actively listening to the student and can also be encouraging for the student when he or she hears how much was accomplished during one-on-one work.

Of course, active listening can also include non-verbal cues:

- Maintain good eye contact with students.
- Smile and nod your head as the student speaks.
- Use open body language vs. closed or defensive body language.
- Be comfortable with silence. Give the student time to process information and formulate thoughts and answers.

What to Avoid:

- Don’t constantly interrupt the student.
- Don’t ask questions in a way that makes students defensive (“Why didn’t you do this?”, “Why don’t you understand this?!”, etc.)
- Put away your unneeded technology (such as cell phones) and focus on the student.
- Don’t lecture at the student. Engage the students in their own learning so that it feels like a conversation.

Strategies for Group Work Interaction

Current teaching theory supports student-centered learning, meaning that the teacher is not the "sage on the stage" but a facilitator, leading student discussions and activities with minimal lecture time. In a student-centered classroom, students take ownership of their learning through group work, presentations, debates, and other collaborative activities.

As a tutor, one key way you will be assisting in the classroom is by circulating during these collaborative activities, helping to ensure they are effective and productive. With up to 35 students in a single class, the help of a tutor is invaluable. Your job will be not just to answer questions, but to make sure students stay on track. Also, you will be there to support student learning and encourage groups to think critically about the material and "dig deeper" into the text or topic.

Common Group Work Scenarios

Scenario 1: The group seems confused as to the directions or how to proceed.

Explain the directions in your own words for the group.

Some phrases for use:

- "What part of the directions are confusing?"
- "Did you complete the reading? If so, was there a part of it that you need help understanding to complete the task?"
- "It seems like your group is stuck. Page 55 might be a good starting point for answering question 1."

Scenario 2: The whole group is talking about something unrelated to the task and not focused.

It is okay if students chat a bit about their weekends when they first group up because this builds community, but this casual conversation shouldn't dominate. Jump in to get their work back on track and remind them of how much time is left. Also, inform the instructor after class about what you observed.

Some phrases for use:

- "Please get back on task group 3. We only have 5 minutes left."
- "I see you haven't gotten to question 2 yet. What are your thoughts?"

Scenario 3: One student is dominating the conversation and taking over the assignment before others have a chance to contribute.

It is very important for all students to have a voice during group work as this is connected to equity—all students deserve a chance to voice their ideas and learn more effectively.

Some phrases for use:

- "Jason, you've offered some great thoughts. What do the rest of you think?"
- "I want to make sure everyone has a chance to contribute. Maria, why do you think the author used an appeal to pathos there?"

Scenario 4: A student is shy, disengaged or on their phone, and as a result, he or she is not contributing to the group discussion.

It is not fair to the others in a group if someone is slacking off. It might also cause tension in the group. If a student consistently has a phone out during class and is disengaged, inform the instructor after class so they can talk with this student privately. Also, remember that sometimes affective needs could be getting in the way. Is this student trying to "escape" the group work due to low academic self-esteem? Did they not do the homework? Consider these alternatives and what you already know about the student. Try to determine the reason why they are disengaged and re-engage them.

Some phrases for use:

- “What did you think of the reading, John? The group would like to have your contributions as well.”
- “What are your thoughts on question 2?”

Scenario 5: A group says they are already done, but their answers are brief and/or incomplete.

This is very common in a classroom, and it is often because the group rushed through the assignment and didn’t offer very detailed or thoughtful responses.

Some phrases for use:

- “It looks like your answer there is a bit brief. How can you elaborate?”
- “Why don’t you try including a quote to support your answer and share it with the class?”
- “You have partially answered the question. Have you looked at this other section in the text that might also help?”

Scenario 6: A group finishes the assignment early and their work is done well.

Review their answers and give them feedback. If they have done an excellent job and have nothing they need to expand on, then ask the instructor if their work can be shared with the class as a model. If so, you might tell the group how to best prepare to share and then move on to other groups who might need help finishing up.

They can also switch answers with another group to check each other’s work, help those still working, or start working on the homework or reading for the next class.

Scenario 7: A student says something offensive and has crossed the line or made others in the group uncomfortable.

Here are some phrases you can say in response from a popular framework called, “The Obear Method.”

Clarify:

- “Is what you are saying that…”
- “I want to make sure I heard you correctly. Did you say…”
- “Help me understand what you mean by…”

Explore the Impact:

- “What impact do you think that could have on….”
- “What do you think people might think when you say ….”
- “What message do you think that comment sends…”

Rethink:

- “Based on our conversations, how have your ideas changed?”
- “I’d like you to think about X and consider…”
- “Please be mindful of your language.”
- “Please be respectful of the diversity in the room.”

Let the instructor know about the situation because it will likely require a private conversation between the instructor and student to protect the classroom community moving forward.

Strategies for One-on-One Tutoring

At times, especially the week rough drafts are due, the instructor may ask in advance if you can stay after class for an hour or two to help students with their papers. The instructor might also ask you to work with a student individually on their writing during class time. This one-on-one time with students is a great way to offer guidance tailored to their strengths and areas for growth, and to build relationships with them.

The Tutoring Cycle

The Tutoring Cycle: 5 Steps to a Successful Tutoring Session

Use "The Tutoring Cycle" graphic as a guide when working one-on-one with students. Following it will make sessions organized, effective and efficient. Each of the 5 steps is described more thoroughly below.

1. Greeting the student: Greet the student and put them at ease. If there is a line of students waiting to be assisted, let the student know at the beginning of the session that your time with them is limited and you can only review their most important concerns (10-15 minutes per student is often required).

2. Setting an agenda: Ask the students what they believe the strengths and areas for growth of their paper are, and if they have any questions about the assignment and paper before you get started. Based on the amount of time available, decide what your priorities during the session will be; pick 2-3 areas of focus. Don't let the writer put themselves down before you read his or her paper. Help them to stay positive, focused and of the growth mindset.

3. **Accomplishing the agenda ("body")**: While reviewing the paper itself, try to stick to the agenda, but don't be afraid to address other issues that come up as well. You might quickly read the paper in its entirety silently to yourself or go paragraph by paragraph. Tell the writer your general impressions first—what worked in the piece, what you were drawn to, and why. Then, move on to the ways it can be improved. The student should be the one taking notes during this time—not the tutor. Try to guide the student on what kind of notes to take if they are having trouble. Have the paper prompt and rubric nearby to reference.

4. Reviewing what was accomplished: End the session by reviewing everything you accomplished during the meeting and acknowledging the student's progress. Don't let students walk away until they have conveyed to you that they understand the major concepts you have reviewed together.

5. Setting future goals: Make sure the student leaves with a concrete action plan. This might include an informal paper outline and revisions to make on their own.

Check back in with them on their progress next time you see them. Consider the previous issues you have worked on when you meet with them for their next paper.

Three Key Components of a Student Paper to Review

Evaluate the thesis.

The thesis is like the glue that holds a paper together. Is there one? Does it address the prompt? Is it focused? If it is not adequate, glance at the conclusion—often the thesis is stated there. Or scan the body paragraphs—sometimes a repeated idea or one liner will reveal the thesis. Have the students do this investigative work.

If there is a clear thesis, scan the paper to determine if the supporting paragraphs follow the outline of the thesis. If the thesis and body paragraphs don't match, consider whether the thesis or body paragraphs should be tweaked (see the page "5 Qualities of a Strong Thesis").

Check the body for development.

Make sure the body paragraphs are organized and developed. Does each body paragraph contain a topic sentence or controlling idea? Is there specific supporting evidence (details, illustrations, examples)? Are important alternatives explored? Are significant questions answered? Are there poorly developed sections that can be expanded, combined or simply eliminated?

Check for mechanics.

Focus on grammar and punctuation errors that affect the writer's clarity and meaning, especially the ones that the student committed most frequently in the paper. Evaluate one paragraph and let the student correct the rest. Be sure to explain the error to the best of your ability; otherwise, you are merely proofreading. Also, don't forget to check for proper MLA format.

Other Tips to Consider

- Start with a student's strengths and then move on to areas for growth. When possible, use these strengths as models for improvement needed elsewhere. For example, show them a transition that is done well and explain how they

can improve upon the transition between paragraphs in another area of the paper.

- Don't make corrections for the student. Let the student be the one to write down comments, suggestions and ideas in their own words. That said, it's okay to write on scratch paper to model complex ideas or grammar/punctuation examples for students. Then the scratch paper becomes not only a tool for mentorship ("Here's an example. Now you do it.") but an artifact the student can take with them and refer to later when working independently. If a student is having a tough time with understanding how to organize ideas, mapping them out on scratch paper ("I'll write, and you tell me what to write.") is a powerful way to encourage agency and to help navigate a challenging assignment.

- Tutoring should be thought of as asking questions not as telling the answers. Involve the student by asking questions: What is one way you could improve this thesis based on what we reviewed? Is there another way you could say this that is more direct? Communicate in such a way that the student figures out how to improve their paper largely on their own. Compliment them for this hard work.

- Avoid saying, "This is a fantastic or well-written paper." Many students equate the sentence "This is a good paper" with "This is an 'A' paper." This may cause problems if a professor returns a "good paper" with less than an 'A.' If a student asks you if you think it is an 'A' paper, avoid answering directly: "Well, I can't say what the instructor is going to decide, but I can say that this paragraph is a big improvement over the last version you showed me. Have confidence that you're on the right track."

- You might ask the student to read their paper out loud. For instance, if an area of the paper demonstrates poor logical connections or serious grammatical errors, have the student read that section out loud. They will often be able to identify where the hiccups are and how to fix those issues on their own.

Cultural Awareness & Respect

As a tutor, you will work with students from all sorts of backgrounds and even some who have moved here from other countries. It is important to value these experiences and approach each student as an individual.

GCCCD Board Policy 7100: "GCCCD strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community. No person shall be unlawfully subjected to discrimination or denied full and equal access to District programs or activities on the basis of ethnic group identification, race, color, national origin, religion, age, sex or gender, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one ore more of these actual or perceived characteristics."

Here are a few tips to uphold the GCCCD policy above:

- Don't make assumptions about who a student is, what their interests might be, or what values/beliefs they might hold based on how they look, what they wear, etc.
- We all hold unconscious biases and stereotypes. Aim to put all biases and assumptions aside when working with students and treat each one as an individual.
- Know that some misunderstandings can be attributed to cultural differences. Remember this and aim to be open-minded.
- A student's reaction to a text or topic is often influenced by their gender, political views, culture, religion, race, etc. Be aware that their reaction or stance may not be the same as yours or the dominant view of the class, and that is okay.
- Treat interactions with people of different backgrounds as a rich learning opportunity. It is part of what makes teaching a learning experience everyday!

Working with ESL Students

English as a Second Language (ESL) students (also referred to as English Learners, English Language Learners, etc.) make the classroom environment rich as they often bring dynamic literacy experiences and unique cultural backgrounds to the community. Some ESL students were born and raised in the U.S. and others immigrated here. Some may speak English as a second language and others as a third or fourth language. In some cases, ESL students need unique support in the classroom.

Tips for Working with ESL Students:

- Start with a "generous reading" of their work. This means uncritically reading the text beyond mistakes in spelling and grammar to hear a student's message. A generous reading should also be used when reading the work of ARC students or students who write in Black English.
- Pick just a few grammatical mistakes to review; do not mark every single mistake. Try to determine the patterns and prominent errors in their mistakes.
- You may need to speak more slowly and define words more often if this is a student who is not proficient in speaking English.
- Keep in mind that students who speak more than one language draw from multiple cultures and language practices as they write, which influence choice of topic, words, organization, and many other aspects of writing.
- You may notice an overreliance on a thesaurus; this is seen when students use sophisticated words in inappropriate contexts, usually with the goal of sounding more academic. Encourage students to use vocabulary they are familiar with. Emphasize that simple vocabulary can have just as much impact.
- Remember that there are certain grammatical issues ESL students tend to struggle with more, such as subject-verb agreement. However, in some cases, they have a stronger understanding of grammar and its terminology.
- If English is your second language, share your own struggles and triumphs in learning the language and how it affected you in school.

- Avoid confusing oral fluency with academic writing proficiency. A student who speaks English well, may not write or read it well and need more support in these areas.
- If you notice a student with severe grammatical issues that may impede their ability to succeed, alert the instructor immediately so the student can be given added support and/or recommended to take an ESL course.

Special Considerations for International Students:

- Not all countries require citation or have plagiarism policies in the classroom. For students who are new to the U.S., make sure to explain the concept of MLA citation in detail and why we practice it here in America.
- International students may be less familiar with idioms, less familiar with American pop culture, and have a smaller English vocabulary. Keep this in mind when communicating with them. Sometimes simpler language is helpful.
- In some cultures, such as Japanese, the teacher is considered "the sage on the stage" and the teacher is the authority figure rather than a mentor. This may result in a student being less accustomed to and/or comfortable with student-centered learning and group work.
- Look for low context-related issues in their writing. In America, we practice low context communication in which we are very direct and concrete. In most other countries, people use high context communication—more indirect language, politeness and extraneous information. For instance, most Latin countries wait until the end of a conversation or essay to deliver the point or thesis. Explain the strategies for being more direct and concrete in writing.

Working with ARC Students

Tutors should be aware that there may be students with a learning disability that can be physical or psychiatric. How do we best support these students? First and foremost, we must treat them like any other student and protect their dignity. Our campus provides many resources to students with learning-related disabilities, but not all students who could benefit are aware of them or want to use them.

Grossmont College's Accessibility Resource Center (ARC) is for students with learning disabilities. It is the student's responsibility to make an appointment there early in the semester to see what accommodations they might quality for. Students may contact them in person in Building 60, Room 120, or by phone at (619) 644-7112 (7119 if TTY for deaf). They must then provide the instructor with printed information that outlines their accommodations.

A Learning Disability Is:

- A disorder which affects the manner in which individuals with average or above average intelligence take in, retain, and express information. It is a processing difficulty. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain.
- Commonly recognized in adults as a deficit in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but still troublesome, are problems in organizational skills, time management, and social skills. Some adults with a learning disability may also have language-based and/or perceptual problems.

Grossmont College provides services to students with these disabilities:

- Acquired Brain Injury
- Deaf/hearing Impairment
- Developmental Delay
- Learning Disability
- Mobility Limitation
- Psychological Disability
- Speech/language Disability
- Visual Impairment

When working with ARC students, please keep the following guidelines in mind:

- Students with learning disabilities should be treated the same and held to the exact same standards as all other students. This is required by ADA law!
- Ask them what teachers have done in the past that has been helpful for them as a learner. Model learning strategies that have helped you in the past as well.
- Repeat yourself as necessary and listen to the student's questions patiently.
- You may need to speak more slowly or offer more visual examples for certain learners, especially those with learning disabilities.
- Review the major points of your discussion before the student leaves and have the student write them down as they may struggle with memory retention.
- If their thoughts on paper seem unusually disorganized, help the student with an outline for their paper or complete a reverse outline of their rough draft.
- Some students will get accommodations such as extra test taking time, a note taker, the ability to record lectures, etc. The instructor will let you know if there is a student who is registered with ARC and what special accommodations they should be afforded.

Getting Students the Help They Need

- If a student tells you that they have a learning disability, find out if they have registered at ARC and alert the instructor about the conversation. Encourage the student to take advantage of on-campus resources at the ARC office. Do not ask a student about their specific disability. They must offer that information to you themselves. It is confidential.
- If you suspect that a student has a learning disability, but they don't have any accommodations yet, you might tell them: "That seems to be an area of difficulty for you. We have people on campus who can help." You can explain what the ARC is, but a student must decide for themselves whether they want to go check it out.

Section 6:
Writing-related Resources

5 Qualities of a Strong Thesis

A thesis should:

1. Make a promise: A thesis is a promise to the reader that you will cover certain points in your paper. Don't go off on a tangent, and don't skip any points in the body of your essay if your thesis implies you will cover them.

2. Be controversial: Make sure your thesis is not a statement of the obvious. People don't need to be convinced of these statements. Your thesis should be a claim that can be argued against.

3. Provide structure: The thesis should provide the reader with clues as to what the essay will cover and in what order.

4. Be specific: Don't be vague. Argue something specific and make sure it is in direct response to the prompt. However, don't be so detailed that you give everything away or list the supporting evidence in your essay.

5. Be feasible: Can you prove your argument within the number of pages you have to do it in? Make sure your focus is narrow enough so that you can fully support your argument in the amount of pages you have.

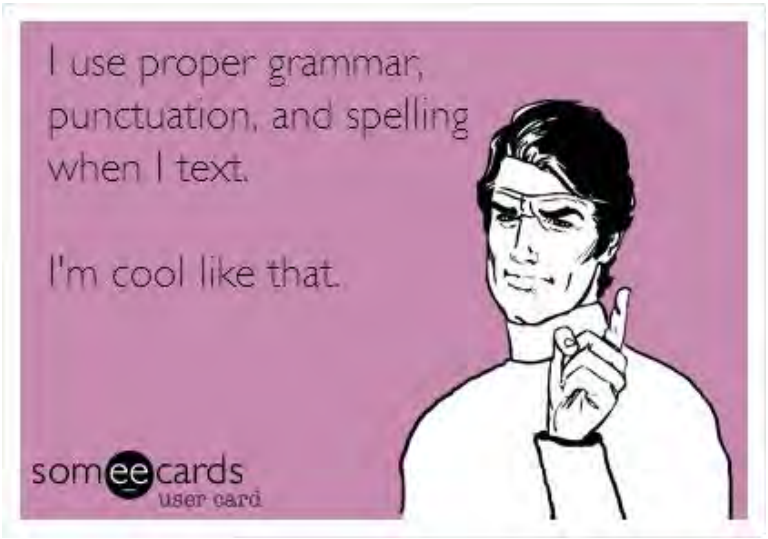
Grammar in Context

The traditional approach to teaching grammar and punctuation is to teach it in isolation using worksheets and textbooks. Teaching "grammar in context" is quite the opposite. For most instructors, it means teaching grammar in the context of student writing. This might mean displaying student writing samples up on the projector and editing them as a class or working with a student one-on-one and teaching them grammar as you review their rough draft.

In accelerated courses, the level of grammar and punctuation instruction varies depending on the instructor and needs of the class. The instructor you are working with may also want you to lead grammar "break out" groups as another form of "just-in-time remediation"—one of the five principles of acceleration. This may mean that if a small group of students is struggling with fragments, the instructor might ask you to work with that small group specifically on how to fix fragments.

Another way your instructor might teach grammar and punctuation is by using "mentor texts." This means that the texts students are already reading can be used as a model for effective writing. You might look at how the writer has structured the sentences to emphasize certain ideas over others or how they have used dashes in their writing to add a dramatic effect. If you see the opportunity to teach a student a grammatical concept by referring to one of the course readings, you are encouraged to do so!

Grammar & Punctuation Review



Fragments

A fragment is a group of words that doesn't form a complete thought. It is a serious error because fragments do not provide enough information, so readers will have trouble understanding the main idea of the sentence. Fragments often lack a subject and verb. A fragment can also be a group of words with a subject and verb that simply can't stand alone (a dependent clause).

When you revise a sentence that is a fragment, ask yourself the following three questions:

1. What is the main idea?
2. Who performs the main action of the sentence?
3. What is the main action of the sentence?

Directions: In the exercise below, mark which lines are fragments with an "F" and which ones are complete sentences with a "C."

1. _____ Which is Pharrell William's popular song.
2. _____ Performed at the Super Bowl halftime show.
3. _____ When Beyonce got on stage in high heels.
4. _____ Maroon 5, which is a group that has been around a really long time.
5. _____ That song "Country Girl" by Luke Bryan.
6. _____ I love Sam Smith's music, but he seems a little desperate.
7. _____ Some of the artists at the iHeartRadio Music Festival.
8. _____ John Mayer seems like he is a bit cocky.
9. _____ While listening to Coldplay, I played an air guitar.
10. _____ To give a Michael Bublé Christmas CD to someone.
11. _____ Over the loud speakers.
12. _____ Up the stairs to the nose bleed section.
13. _____ Walking through the crowded parking lot to the ticket booth.
14. _____ Such as Madonna, John Lennon, and Celine Dion.
15. _____ Falling over the side of the stage.

Comma Splices and Run-Ons

Run-ons (a.k.a. fused sentences)

A run-on occurs when two independent clauses (a group of words with a subject and verb that can stand alone) are placed back to back with no punctuation between them.

Jeremiah was a bullfrog he was a good friend of mine. (run-on sentence)

Comma splices

A comma splice, a very similar error, occurs when two independent clauses are placed back to back with a comma between them.

Jeremiah was a bullfrog, he was a good friend of mine. (comma splice)

Here are 4 methods to correct either of these errors:

1. USE A PERIOD: Jeremiah was a bullfrog. He was a good friend of mine.
2. USE A COORDINATING CONJUNCTION (FANBOY): Jeremiah was a bullfrog, *and* he was a good friend of mine.
3. USE A SEMI COLON: Jeremiah was a bullfrog; he was a good friend of mine.
4. USE A SUBORDINATING CONJUNCTION (BATWASHTUB): *Although* Jeremiah was a bullfrog, he was a good friend of mine.

Comma Splices and Run-Ons

Directions: Identify each word group as a comma splice (CS), a run-on (RO), or a complete sentence (OK), and make needed corrections using commas and coordinating conjunctions (for, and, nor, but, or, yet, so).

1. _____ In 1781, the Revolutionary War ended when General Cornwallis surrendered to General Washington at Yorktown.

2. _____ I did not understand that we were to go skiing this weekend, I have a book report due on Monday.

3. _____ Derrick was not as bright as some of his classmates, however, because he worked so diligently, he did better than those who had more ability.

4. _____ James Webb, a graduate of the U.S. Naval Academy, is a former Secretary of the Navy he has written several books about his experiences in the Marines and as a midshipman.

5. _____ Many Russian and French choreographers wrote ballets, and some of those ballets became popular in America.

6. _____ The desire to complete a job is frequently the key to completing it; someone told me that truth a long time ago.

7. _____ Acid rain is damaging our national forests and polluting our lakes it also is ruining the paint on my car.

8. _____ We ate barbecue at Zeb's last night on the way home I saw a falling star, a sign of good luck.

9. _____ Climbing, hiking, and backpacking are Natasha's favorite pastimes, she is not interested in any indoor sports.

10. _____ Wearing extra-large pants is a current fad it will be something else someday.

The 10 Comma Rules

1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: for, and, nor, but, or, yet, so.

She would totally go camping, but she hates all the bugs.

2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.

In the summer, we will be taking a trip to Europe.

3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.

My car, which was given to me by my mother, is in really bad shape.

4. Use a comma near the end of a sentence to indicate a distinct pause or shift.

He was your good friend, right?

5. Do not use commas to set off essential elements of the sentence, such as clauses beginning with "that." "That clauses" are always essential.

She walked down to the house that was brown with a red door.

6. Use commas to separate three or more words, phrases, or clauses written in a series.

He took clothes, bed sheets, and a laptop to his dorm room.

7. Use commas to separate two or more coordinate adjectives that describe the same noun. Do not use a comma with cumulative adjectives.

The little boy was a happy, rambunctious child.

8. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

She turned in her paper on October 23, 2013, to her English professor.

9. Use a comma to shift between the main discourse and a quotation.

Aristotle believes, "It is the sign of an educated mind to be able to entertain a thought without accepting it."

10. GOLDEN RULE: Use commas wherever necessary to prevent possible confusion or misreading!

Punctuating BATWASHTUB
Using Commas with Subordinating Conjunctions

An independent clause is a group of words with a subject and verb that can stand alone as a sentence:

He watches football.

Adding a subordinating conjunction will automatically make the clause dependent:

When he watches football

After he watches football

Because he watches football

If the dependent clause is placed at the beginning of a sentence, the dependent clause must be separated from the independent clause by a comma. The dependent clause becomes an introductory element:

When he watches football, the little boy puts on his favorite jersey.

If the dependent clause is placed at the end of the sentence after the independent clause, no comma is necessary:

The little boy puts on his favorite jersey when he watches football.

If the dependent clause is inserted into the middle of the sentence, the clause acts as a parenthetical element and should have commas on both sides.

On Sunday, when he watches football, the little boy puts on his favorite jersey.

Commas

Directions: Add commas as needed in the sentences below. On the line to the left of each sentence, write the number of the appropriate comma rule. Four of the ***sentences don't need any changes!***

1. _____ He left the scene of the accident and tried to forget that it had happened.

2. _____ Nice is a word with many meanings and some of them are contradictory.

3. _____ Seth Shoemaker, the mayor lives at 6422 Flower Lane, San Diego California, 92101.

4. _____ Taxicabs that are dirty are illegal in some cities.

5. _____ The closet contained worn clothes old shoes and dirty hats.

6. _____ The uninvited guest wore a dark blue tweed suit.

7. _____ He replied "I have no idea what you mean."

8. _____ After a good washing and grooming the pup looked like a new dog.

9. _____ Men who are bald are frequently the ones who are the most authoritative on the subject of baldness.

10. _____ Vests which were once popular have been out of vogue for several years.

Semi-Colons and Colons

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Semi-Colons

You can use a semi-colon to join two independent clauses. Joining two independent clauses this way implies that the two clauses are related and/or equal, or perhaps that one restates the other.

- *Seinfeld* was definitely my favorite television show during the 1990s; in fact, it is my favorite television show of all time.
- I am going to visit Anna in St. Louis next weekend; we'll get to see the Arch, Busch Stadium, and the Landing.

Use semi-colons between items in a list that already involve commas.

- I have lived in Chicago, Illinois; Kansas City, Missouri; and Omaha, Nebraska.
- The sweaters I bought today were purple, blue, and green; yellow, white, and red; and pink, black, and grey.

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Colons

Use a colon after an independent clause when introducing a list.

- The catering facility offers the following entrees: fried catfish, grilled chicken, pan-seared salmon, and sirloin steak.

Use a colon after an independent clause when introducing a quotation.

- My teacher's remark on my final essay was very complimentary: "This essay coherently analyzes musical trends of the late 20th century."

Directions: In the following 10 sentences, fill in one semi-colon or colon where appropriate.

1. She practiced piano every day for more than an hour however, she had not improved by the end of the summer.

2. Frustrated, she sought out a local teacher for lessons she was not used to failure.

3. Instead of recommending further practice, the teacher urged her to listen to recordings by famous pianists Rachmaninoff, Rubinstein, and Horowitz.

4. She listened every day every day she put a new recording in her CD player, hoping to hear something useful.

5. For ten days, she heard piano recordings then, after many hours of listening, she heard something different.

6. She heard, in a way she hadn't heard previously, feelings within the music sadness, excitement, and loneliness.

7. Returning to the teacher, she explained that she heard in Chopin, longing in Mozart, celebration; and in Bach, glory.

8. The teacher proclaimed something that shocked her "You have found your inner ear."

9. She returned to the piano and found that her fingers were rusty and her mistakes many nevertheless, she persevered.

10. After two weeks of daily practice, she smiled she knew that today she had made music.

Section 7:
Miscellaneous

Break Policy

Under California law, you may be eligible for a meal or rest break in a particular shift as a classroom tutor. You are entitled to a 30-minute meal break if you work more than 5 hours in a workday, and a 10-minute break for every 4 hours you work.

Rest Breaks

- Your supervisor must give you a rest break of at least 10 consecutive minutes that are uninterrupted. Please plan for your breaks to coincide with the regular classroom breaks for students when applicable.
- Rest breaks are paid.
- If you work at least 3.5 hours in a day you are entitled to one rest break. If you work over 6 hours, you are entitled to a second rest break.
- Rest breaks must, to the extent possible, be in the middle of each work period.
- You must remain on work premises during your rest break.
- You cannot be required to work during any required rest break; however, you are free to skip your rest beak provided your supervisor is not encouraging or forcing you to skip it.

Meal Breaks

- If you work over 5 hours in a day, you are entitled to a meal break of at least 30 minutes that must start before the end of the fifth hour of your shift. You can agree with your supervisor to waive this meal period, provided you do not work more than 6 hours in a day. Make sure to document meal breaks on Workday as they are not paid.
- You may take your meal break off work premises and spend your break how you wish, since it is off the clock.

- As of 2012, your supervisor has an affirmative obligation to ensure that breaks are made available to you, but the actual taking of a meal break is left to the employee. In other words, you are responsible for “breaking” yourself.

Note that rest and meal breaks are supposed to be separate and that they should not be combined. Your supervisor cannot give you a single 1-hour break and say that that counts as all of your meal and rest breaks. Also, you are not allowed to take your meal break at the end of your shift in order to leave early.

Additional Resources

For more information on acceleration and other principles related to the English Embedded Tutor Program, here is a helpful list:

Books

The College Fear Factor: How Students and Professors Misunderstand One Another by Rebecca Cox (2011)

Culturally Responsive Teaching and the Brain by Zaretta Hammond (2014)

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom, Second Edition, by John C. Bean (2011)

Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing by Peter Elbow (2000)

For White Folks Who Teach in the Hood…and the Rest of Y'all Too by Christopher Emdin (2017)

The Pedagogy of Real Talk: *Engaging, Teaching and Connecting with Students at Risk* by Paul Hernandez (2015)

Reading for Understanding: How Reading Apprenticeship Improves Interdisciplinary Learning by Ruth Schoenbach, Cynthia Greenleaf and Lynn Murphy (2012)

Reading Rhetorically by John C. Bean, Virginia A. Chappell, & Alice M. Gillam (2011)

A Training Guide for College Tutors and Peer Educators by Sally Lipsky (2010)

What the Best College Teachers Do by Ken Bain (2004)

What Does It Mean to be White?, Second Edition, by Robin DiAngelo (2016)

Short Publications

"Teaching Men of Color in the Community College: A Guidebook" by Dr. J. Luke Wood & Dr. Frank Harris III

“Toward a Vision of Accelerated Curriculum and Pedagogy” by Dr. Katie Hern & Dr. Myra Snell

Ted Talks

“The Danger of a Single Story” by Chimamanda Adichie

“Every Kid Needs a Champion” by Rita Pierson

“Grit: The Power of Passion and Perseverance” by Angela Lee Duckworth

“The Power of Believing That You Can Improve” by Carol Dweck

“Educator Training Reimagined Through Real Talk” by Paul Hernandez

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The College Fear Factor: How Students and Professors Misunderstand One Another by Rebecca Cox (2011)

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Dweck, Carol. "Brainology: Transforming Students' Motivation to Learn." (2008)

Eney, Patti. "Meeting the Needs of English Language Learners in Your Developmental English Class." NADE Conference Presentation. (March 2016)

"Grossmont College Accessibility Resource Center" website and lecture by Carl Fielden, ARC Learning Disabilities Specialist and English Instructor

Hern, Katie and Myra Snell. "Toward a Vision of Accelerated Curriculum and Pedagogy." (2013)

LeMaster, Jonathan. "Bridging the Gap: A Critical Reading and Writing Guide." (2007)

Lipsky, Sally*. A Training Guide for College Tutors and Peer Educators*. (2010)

Marquez-Ramsey, Laura. "Peer Tutor Handbook." Austin College.

Martinez, Michael. "What Is Metacognition?" (2006)

Mission College Santa Clara website. "Embedded Tutoring."

Purdue Online Writing Lab. "Grammar." (2016)

Schoenbach, Ruth, Greenleaf, Cynthia, and Lynn Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Interdisciplinary Learning.* (2012)

Spence, Lucy. "Generous Reading: Seeing Students Through Their Writing." (2010)

Traylor, Alan. SDCCD Tutor Handbook. (2014)

Wood, J. Luke and Frank Harris III. “Teaching Men of Color in the Community College: A Guidebook.” (2015)