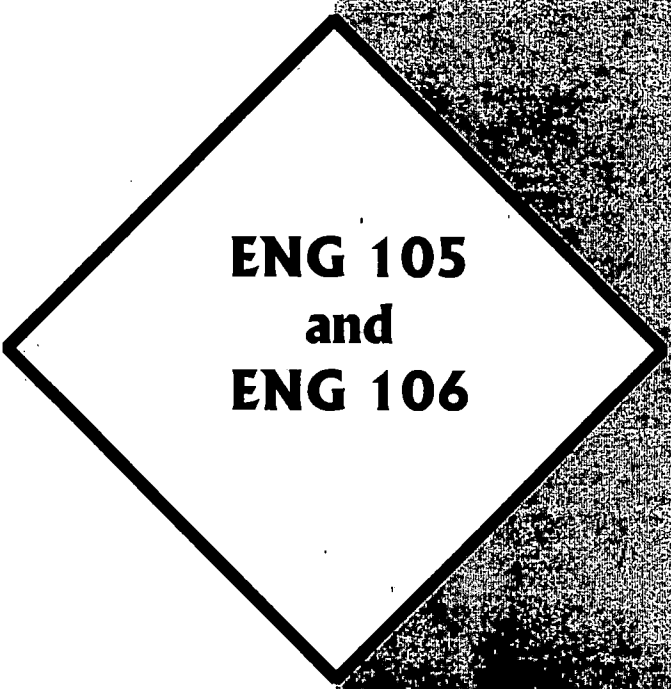


PROPOSAL

ACADEMIC LITERACY COURSES



**ENG 105
and
ENG 106**

ACADEMIC LITERACY COURSES

INTRODUCTION

Enclosed you will find the Major Course Revision proposal for the developmental reading and writing courses at OCC. While the information contains a detailed analysis of the new OCC Academic Literacy Courses, this introduction will serve as historical background on the process that ultimately generated the proposals.

Last year, the English Discipline recommended in its Discipline Review a more integrated approach to developmental reading and writing. Thus, last January, a group of faculty representing each of the developmental reading and writing programs at each campus [Marianne Adam/RO-SF, Linda Boynton/HL, Kay Burdette/HL, Leslie Roberts/HL, Bea Catherino/AH, Nancy Rudary/AH, Ben Reilly/OR, Carolyn Carty/OR (winter only), Jennifer Berne/OR (Spring-present), Bob Willey/OR (spring only)] began meeting to devise a comprehensive approach to developmental education. The group was assisted in facilitation by the academic deans who supervised the respective campus departments [Carol Brown/OR, Barbara Einhardt/AH (winter only), David Sam/AH (spring-present), Diane Zalapi/HL, Mike Khirallah/RO-SF]. Additionally, the Office of Institutional Planning and Analysis was represented by Kay Palmer.

The group began with the question, "What do our developmental students need in order to compete academically and complete their individual goals?" Since January, the committee has been meeting every two weeks to answer this question. In this proposal, you will find the efforts of that dialogue: a comprehensive approach to the development of academic literacy.

The committee looks forward to a dialogue with you on this important subject.

EXECUTIVE SUMMARY

- This report summarizes research conducted over the last eleven months by members of the College's Literacy committee and staff in the Office of Institutional Research. It includes an extensive literature review on theory and practice of teaching literacy skills, data concerning the relevant student population and information from focus groups and personal interviews.
- The current curriculum in Developmental English at OCC consists of disparate courses in reading and writing representing a piecemeal approach to teaching basic reading and writing skills.
- The proposed program would consolidate seven existing English courses and replace them with two courses in academic literacy, designed to prepare a wide range of students to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes.
- Literature review demonstrates that most professionals in the field of reading and writing recommend an integrated approach which embeds spelling, vocabulary, and critical thinking skills as an inseparable part of the reading/writing process.
- Developmental coursework in reading and writing is the cornerstone of a community college because it allows students to build skills which will increase their potential for success in other courses.
- At OCC, approximately 55% of first-time students who took ASSET placed below college level on the reading and writing sections of the test. Twenty-three percent of first time entering students were enrolled in a developmental English class in Fall, 1995. One third of entering students were temporarily exempt from taking ASSET.
- The majority of students enrolled in developmental English classes in Fall, 1995 were taking 8 or more credit hours. The mean credit load was 10.3, although Royal Oak and Southfield students were typically enrolled for fewer credits. Thirty eight percent of evening students enrolled for four credits only.
- OCC faculty participating in a focus group reviewing college level literacy agreed that, in general, their students do not read and write at the college level. Several participants noted that they had modified their teaching to accommodate students with reading and writing deficiencies.
- A survey of typical reading and writing assignments submitted to the Literacy committee by OCC faculty demonstrated the complex levels of academic writing required of students in other disciplines.
- Review of existing programs suggests that bringing OCC's program into line with current pedagogy will take a sustained commitment of human and financial resources. Resources for faculty development, ongoing classroom assessment, and non-instructional support services are integral to a successful and sustainable program.

FORM 2.2
MAJOR COURSE REVISION PROPOSAL FORM

NOTE: Items 1 through 28 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 11 in the Users Handbook for Curriculum Development for specific directions in completing this form.

CURRENT COURSE INFORMATION

1. Course title: Developmental Reading Skills / Basic Writing: Sentences / Spelling Basics / Vocabulary Skills I / English for Problem Solving
2. Course code: ENG 050 / ENG 052 / ENG 054 / ENG 055 / ENG 056
3. Number of course credit hours: 4 (ENG 050, 052, 056) / 2 (ENG 054, 055)
4. Number of course contact hours: 60 (ENG 050, 052, 056) / 30 (ENG 054, 055)
5. Does the course currently have a fee?
 No
 Yes, if yes, what is the course fee: \$ 5.00 (ENG 050, 052)
6. Does the course currently require prerequisites or co-requisites?
 No, skip to question #7.
 Yes, if yes, indicate the prerequisites or co-requisites: appropriate placement scores (see attachment 2.2.6) pg. 11.5

7. Group Classification:
 A (35 students)
 B (25 students) *designated full at 20 per FMA 2.1F (see attachment 2.2.7/14) pg. 11.6
8. Attach copy of the current course description as it appears in the College catalog. (see attachment 2.2.8) pg. 11.7

PROPOSED COURSE CHANGES

Indicate all proposed course changes where appropriate.

9. Proposed Course Title (if appropriate): Academic Literacy I
10. Proposed Course Code (if appropriate): ENG 105
11. Proposed Number of Credit Hours (if appropriate): 8
12. How many of the total proposed course contact hours will be taught in the following categories?
 Lecture hours
 Lab hours
 120 Total contact hours

13. Will the revised course require a course fee?
 No
 Yes, indicate proposed course fee: \$ 10.00

14. Group Classification
 A (35 students)
 B (25 students) *See FMA 2.1F -- 20 students (2.2.7/14) - pg. 11.6

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

15. Will the course require (or change existing) prerequisites or co-requisites?
 No, skip to question #17.
 Yes, if yes, answer question #16.

16. On a separate sheet provide a written justification for the prerequisites or co-requisites. (2.2.16) pp. 11.8-9

17. On a separate sheet provide a written description of the proposed course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words. (see 2.2.17) - pg. 11.10

18. On a separate sheet explicitly state the intended student learning objectives that the proposed course will achieve. Highlight student performance goals e.g. reading, writing, speaking, listening, and critical thinking objectives and goals. (see 2.2.18) - pg. 11.11

19. Are there similar courses currently offered by OCC?
 Yes, if yes, answer question #20.
 No, if no, skip to question #21.

20. If yes, on a separate sheet explain the distinctions between this course(s) and others.

21. Is this course a synonym to a current or previously offered OCC course?
 Yes, if yes, answer question #22.
 No, if no, skip to question #23.

22. On a separate sheet identify all courses that are synonymous and explain how these courses are similar. In addition, identify the major differences between the proposed course and the synonymous courses. (see 2.2.22) - pg. 11.12

23. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue	Annual Amount
a. Personnel (including faculty and staff support	\$ _____
b. Cost of facilities (space, equipment and other capital items)	\$ See _____
c. On-going costs (software upgrades, training, supplies, etc.)	\$ Program _____
d. Revenue (annual student credit hours times current per credit tuition rate)	Budget _____
	\$ _____
	(attachment 2.2.23) pg. 11.13

24. What is the projected number of sections the course will be offered each term:
- | | |
|----|--------|
| | Summer |
| 35 | Fall |
| 20 | Winter |
| 10 | Spring |
25. Target date for first offering: Term Fall Year 1998
26. Which of the following were used in the development of the proposed course revisions?
- College Registrar (concerning appropriateness of proposed course revisions)
 - Input form an Advisory Committee (attach documentation if applicable.)
 - Needs Assessment findings ((attach documentation if applicable.)
27. In which degree area does the proposed course belong?
- Associates in Liberal Arts
 - Associates in Science
 - Associates in Business
 - Associates in Applied Science
 - Associates in General Studies
 - General interest (course not intended to meet graduation requirements for any degree program).
28. Results of balloting (*attach copies of all ballots*):
- | | |
|----|-----------------------|
| 31 | Ayes |
| 2 | Nays |
| 2 | No response |
| 35 | Total (number mailed) |

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

Originator	Date
Department Chair/Discipline Chair	Date
Campus Curriculum Committee Chair	Date
Academic Dean	Date
Campus President	Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

ASSET PLACEMENT MATRIX

COMBINED SCORE	READING SCORE				
	0 - 28	29 - 35	37 - 39	41 - 44	46 - 53
0 - 51	SEE COUNSELOR	SEE COUNSELOR	SEE COUNSELOR		
52 - 68	ENG 052 ENG 050	ENG 052 ENG 050	ENG 052 ENG 110		
69 - 74		ENG 052 ENG 050	ENG 110 <u>APPEAL FROM</u> ENG 052 TO ENG 131	ENG 110 <u>APPEAL FROM</u> ENG 052 TO ENG 131	
75 - 80		ENG 131 ENG 050	ENG 131 ENG 110	ENG 131 ENG 110	ENG 131 ENG 158
81 - 85		ENG 131 ENG 050	ENG 131 ENG 110	ENG 110 <u>APPEAL FROM</u> ENG 131 TO ENG 151	ENG 158 <u>APPEAL FROM</u> ENG 131 TO ENG 151
86 - 98			ENG 151 ENG 110	ENG 151 ENG 158	ENG 151 ENG 158
99 - 107			ENG 151 ENG 158	ENG 151 ENG 158	ENG 151 ENG 158

DEVELOPMENTAL CLASSES

[FMA 2.1F]

For the purpose of this section, developmental courses are ENG 050, ENG 052, ESL 151, ESL 152, ESL 251, ESL 252, IIC 057, MAT 104, and MAT 105. When these classes are taught as part of a collegewide or campus coordinated developmental education program, they shall have reduced enrollment, unless specifically declined by the instructor.

Any developmental section as identified above which by the end of the schedule adjustment period has an enrollment of at least twelve (12) students shall not be cancelled without prior approval of the department offering that course. Sections will be limited to a maximum of twenty (20) students. These sections will be recognized as "Designated Full" for compensation purposes, but are not to be counted among sections identified as part of Article 2.1 Section Q.

Instructors who teach developmental courses are expected to participate in all collegewide or campus developmental education coordination to qualify for reduced enrollment by:

- P2.1, P3.4* 1. Keeping aware of current developmental methods and classroom systems/procedures;
- P3.6* 2. Assisting in the evaluation of the effectiveness of the current program;
- P3.6* 3. Assisting in the assessment of educational outcomes;
- P2.1* 4. Providing information to interested persons and groups on the value of the program (*collegewide interdisciplinary committee*);
- P3.6* 5. Making suggestions to improve the program;
- P1.4, P3.5* 6. Discussing student progress and recommending students for counseling follow-up as a result of their poor attendance or poor academic performance;
- P3.7* 7. Assisting in the scheduling of developmental education sections.

Subject to the written approval of the Vice-Chancellor for Academic and Student Affairs, other course sections that are a part of the collegewide or campus developmental education program may be considered for addition to those classes listed in this section.

[See Appendix C for "P" Principles)

CURRENT COURSE DESCRIPTIONS

ENG 050, ENG 052, ENG 054, ENG 055, and ENG 056

ENG 050 4 Credits
Developmental Reading Skills
Prerequisite: Appropriate ASSET Reading scores.
Students will develop literal comprehension skills. These include pre-reading strategies, vocabulary constructs and analysis of main idea and supporting details. Students will apply fundamental comprehension skills to college texts.
Course/lab fees.

ENG 052 4 Credits
Basic Writing: Sentences
Prerequisite: Appropriate placement scores.
This course introduces students to the writing process and helps them develop basic writing skills, including planning, composing, and revising strategies. Course/lab fees.

ENG 054 2 Credits
Spelling Basics
Spelling Basics acquaints students with spelling rules which are reliable 85 percent of the time or more, and offers practice in spelling words which do not conform to the usual patterns.

ENG 055 2 Credits
Vocabulary Skills I
Students will increase their general vocabulary by learning how to use a dictionary, a thesaurus, prefixes and suffixes, context clues and word roots. Basic vocabulary from various academic areas will be studied.

ENG 056 4 Credits
English for Problem Solving
This course is for students who have had little or no recent classroom experience. It is designed to prepare them for courses in mathematics, science, and technology which involve verbal problem solving. Students will solve problems by using logical analysis; identify structural features in reading material related to their fields of study; write prescribed assignments illustrating these features, and develop and master individual vocabulary lists.

ASSESSMENT

At present a matrix of scores compiled from ASSET results determines the placement of students into developmental English classes as well as placement into ENG 151.

Although ASSET was not designed to be a placement instrument for English classes, results of students' performances on the instrument are of some value in anticipating the success of students in college.

The point is that no one instrument in and of itself is likely to be a satisfactory determiner for English placement. Authorities recommend multiple instruments for both placement and on-going assessment.

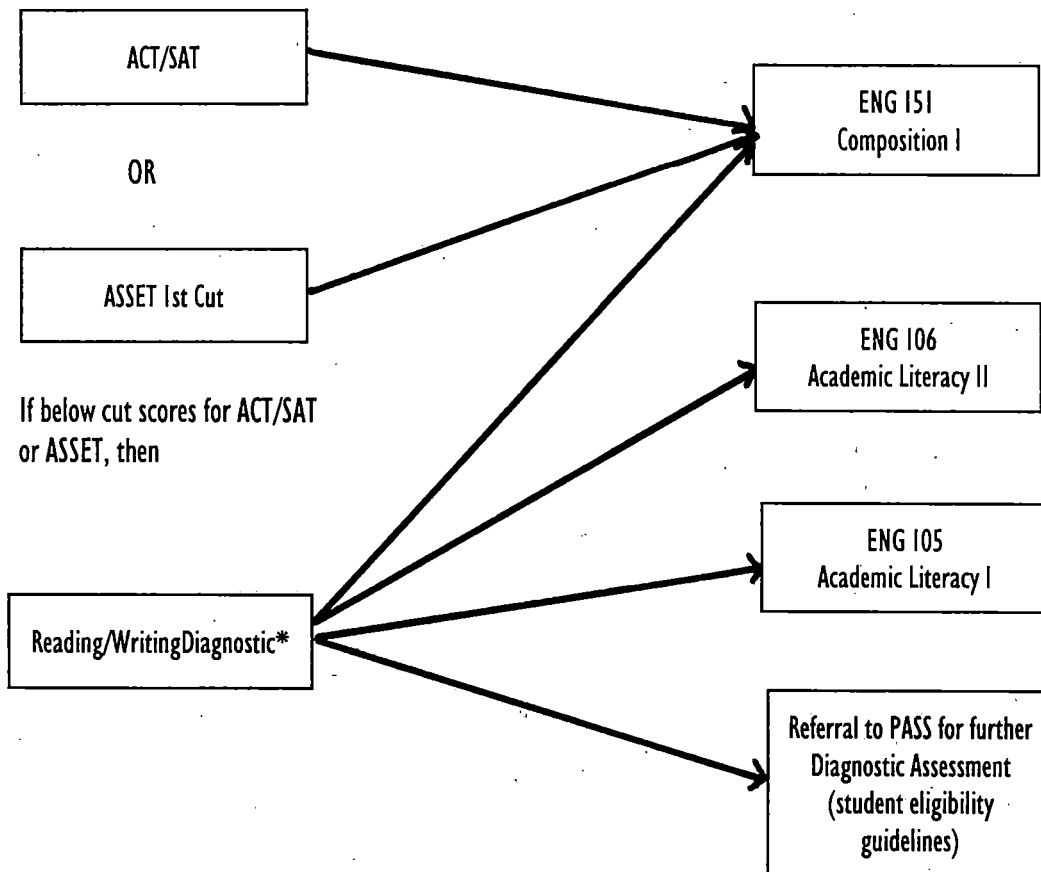
A literacy program for community college students, based upon reading and writing activities, would attempt, one would expect, to assess as well as possible how competently the matriculating students read and write.

Placement in literacy courses should be based upon instruments which assess directly the ability of students to read and write.

ASSESSMENT FOR ACADEMIC LITERACY

All students must participate in the entry level assessment unless they meet one of the following exemptions:

- A. All students attending OCC prior to Fall 1986.
- B. Students who have previously taken ASSET and scored at ENG 151 level.
- C. Students who have completed 24 semester credits at another institution, including courses equivalent to ENG 151, or have earned an associate or higher degree, will be exempt based on proper documentation.
- D. Students admitted under a guest application from another college. (High school guest students are not exempt.)
- E. Designated apprentice program students registering for specified courses in their apprentice program.



*To Be Determined by English Discipline and test consultant

C O U R S E D E S C R I P T I O N

ENG 105
Academic Literacy I

Credits: 8

Prerequisite: Appropriate reading and writing placement.

Students in this course begin to acquire academic literacy by engaging in reading and writing as a holistic process. Further, students apply reading and writing as an interactive process: reading including prereading, reading and rereading; writing including prewriting, drafting, revision, and editing. Students will also demonstrate knowledge of the conventions of the English language and employ a set of strategies for locating and correcting their own pattern of error, demonstrate literacy skills appropriate for different audiences and purposes, develop and employ academic learning strategies, and use computer technology as a literacy tool.

ACADEMIC LITERACY LEARNING OBJECTIVES

PURPOSE STATEMENT:

The purpose of the academic literacy program at OCC is to prepare students to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes.

LEVEL ONE

Students acquire literacy by engaging in reading and writing as holistic processes. When students complete level one literacy, they will:

- A. Apply reading and writing as interactive processes: reading including prereading, reading and rereading; writing including prewriting, drafting, revision, and editing.
- B. Demonstrate knowledge of the conventions of the English language and employ a set of strategies for locating and correcting their own pattern of error.
- C. Demonstrate literacy skills appropriate for different audiences and purposes.
- D. Develop and employ academic learning strategies.
- E. Use computer technology as a literacy tool.

LEVEL TWO

Level Two students continue developing core academic literacy skills introduced in Level One (or they begin their studies having been placed in Level Two). At Level Two, students work with higher level reading material that requires deeper analysis, culminating in the production of more complex pieces of writing.

Students who have completed the literacy classes will be ready to engage in college level work but will require further instruction from the practitioners in the various disciplines in how to meet the discipline's unique reading and writing demands.

DEVELOPMENTAL VERSUS LITERACY

Currently, OCC's developmental reading and writing courses have been just that, courses. Our research indicates that these skills are best developed in students in an integrated program that combines reading and writing instruction into a holistic study of literacy. Only a radical rethinking about literacy and the presentation of it to students will result in a movement away from our tradition of isolated skills. Our proposed courses will bring OCC's developmental education into the new paradigm of literacy instruction.

	Developmental	Literacy
Courses	ENG 050 (4) ENG 052 (4) ENG 054 (2) ENG 055 (2)	ENG 056 (4) ENG 110 (4) ENG 131 (4)
Instructor	Different Developmental Instructors	Literacy Instructor
Placement	Matrix of Scores from ASSET	Reading & Writing Instruments
Reading and Writing	Disparate Processes	Interactive Processes
Initial Evaluation	Some students	All students
On-going Student Assessment	Maybe	Yes
Standard Exit Testing	No	Yes
Mandatory Counseling	No	Yes
Includes All Academic Instructors	No	Yes
Computer Literacy Tool	Maybe	Yes
IIC Connection	Maybe	Yes
Class Size	27:1 (minimum 15)	20:1 (minimum 12)
Tutors	Maybe	Yes
In-Service Training	No	Yes
On-going Outcomes Program Assessment	Maybe	Yes
CP Grade	No	Yes
Multiple Approach to Assessment	Maybe	Yes
Appreciate Diversity	Yes	Yes
Semester Review/Coordination	Loose	Yes
Holistic Reading & Writing Assignments vs. Isolated Skills & Drills	Maybe	Yes

**Academic Literacy Courses
PROPOSED BUDGET**

1. **Campus Coordinators:** One full-time faculty member on each campus with 50% release time to coordinate curriculum of literacy, scheduling, staff development/training for adjuncts, monthly collegewide coordination meetings. See other tasks listed in minutes of 10/17/96.

Campus annual cost = \$34,000. (funded)
Cost of 2 adjuncts = \$4,000 (unfunded)

2. **Raters for pre- and post-testing:**

Campus annual cost = \$20,000. (unfunded)

3. **Computer-assisted instruction classrooms:**

Campus one-time cost = \$100,000 (funded)
Campus annual cost = \$40,000 (funded)

4. **Research/Development [new test development; ongoing research, etc.]:**

College annual cost = \$25,000 (unfunded)

5. **Staff Development:**

(Unfunded)
College one-time cost = \$120,000 [20 FT Faculty @ 4 ICH, 2 semesters;
\$5,000 staff development for adjunct]
Campus annual cost = \$10,000
(Unfunded)

6. **Materials**

Annual Campus Cost = \$10,000 (funded)

***Total College Annual Cost:** \$460,000 [336,000 funded; 124,000 unfunded]
****Total College One-time Cost:** \$620,000 [500,000 funded; 120,000 unfunded]

* Student fees from Literacy classes could supplement some of the annual cost.

** Perkins could supplement some of the one-time College cost.

FORM 2.2
MAJOR COURSE REVISION PROPOSAL FORM

NOTE: Items 1 through 28 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 11 in the Users Handbook for Curriculum Development for specific directions in completing this form.

CURRENT COURSE INFORMATION

1. Course title: Reading Skills Improvement / Basic Writing: Paragraphs
2. Course code: ENG 110 / ENG 131
3. Number of course credit hours: 4 (each course)
4. Number of course contact hours: 60 (each course)
5. Does the course currently have a fee?
 No
 Yes, if yes, what is the course fee: \$ 5.00 (each course)
6. Does the course currently require prerequisites or co-requisites?
 No, skip to question #7.
 Yes, if yes, indicate the prerequisites or co-requisites: appropriate placement scores
(see attachment)
2.2.6 - pg. III.5

7. Group Classification:
 A (35 students)
 B (25 students) *designated full at 20 per FMA 2.1F (see 2.2.7/14) - pg. III.6
8. Attach copy of the current course description as it appears in the College catalog. (2.2.8)
pg. III.7

PROPOSED COURSE CHANGES

Indicate all proposed course changes where appropriate.

9. Proposed Course Title (if appropriate): Academic Literacy II
10. Proposed Course Code (if appropriate): ENG 106
11. Proposed Number of Credit Hours (if appropriate): 6
12. How many of the total proposed course contact hours will be taught in the following categories?
 Lecture hours
 Lab hours
 90 Total contact hours

13. Will the revised course require a course fee?
 No
 Yes, indicate proposed course fee: \$ 10.00
14. Group Classification
 A (35 students)
 B (25 students) *See FMA 2.1F -- 20 students (see 2.2.7/14) - pg. III.6
On a separate sheet justify the proposed group classification (A or B) based upon established criteria.
15. Will the course require (or change existing) prerequisites or co-requisites?
 No, skip to question #17.
 Yes, if yes, answer question #16.
16. On a separate sheet provide a written justification for the prerequisites or co-requisites. (2.2.16) pp. III.8-9
17. On a separate sheet provide a written description of the proposed course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words. (see attachment 2.2.17) - pg. III.10
18. On a separate sheet explicitly state the intended student learning objectives that the proposed course will achieve. Highlight student performance goals e.g. reading, writing, speaking, listening, and critical thinking objectives and goals. (see attachment 2.2.18) - III.11
19. Are there similar courses currently offered by OCC?
 Yes, if yes, answer question #20.
 No, if no, skip to question #21.
20. If yes, on a separate sheet explain the distinctions between this course(s) and others.
21. Is this course a synonym to a current or previously offered OCC course?
 Yes, if yes, answer question #22.
 No, if no, skip to question #23.
22. On a separate sheet identify all courses that are synonymous and explain how these courses are similar. In addition, identify the major differences between the proposed course and the synonymous courses. (see attachment 2.2.22) - III.12
23. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue	Annual Amount
a. Personnel (including faculty and staff support)	\$ _____
b. Cost of facilities (space, equipment and other capital items)	\$ <u>See</u> _____
c. On-going costs (software upgrades, training, supplies, etc.)	\$ <u>Program</u> _____
d. Revenue (annual student credit hours times current per credit tuition rate)	<u>Budget</u> _____
	\$ _____
	(attachment 2.2.23) pg. III.13

24. What is the projected number of sections the course will be offered each term:
 Summer
70 Fall
50 Winter
20 Spring
25. Target date for first offering: Term Fall Year 1998
26. Which of the following were used in the development of the proposed course revisions?
 College Registrar (concerning appropriateness of proposed course revisions)
 Input from an Advisory Committee (attach documentation if applicable.)
 Needs Assessment findings ((attach documentation if applicable.)
27. In which degree area does the proposed course belong?
 Associates in Liberal Arts
 Associates in Science
 Associates in Business
 Associates in Applied Science
 Associates in General Studies
 General interest (course not intended to meet graduation requirements for any degree program).
28. Results of balloting (*attach copies of all ballots*):
30 Ayes
3 Nays
1 No response
34 Total (number mailed)

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____	_____
Originator	Date
_____	_____
Department Chair/Discipline Chair	Date
_____	_____
Campus Curriculum Committee Chair	Date
_____	_____
Academic Dean	Date
_____	_____
Campus President	Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes No Date
— — — Approval of proposal

College Curriculum Committee Chair

Date

College Academic Senate Chair

Date

Chancellor

Date

ASSET PLACEMENT MATRIX

READING SCORE					
COMBINED SCORE	0 - 28	29 - 35	37 - 39	41 - 44	46 - 53
0 - 51	SEE COUNSELOR	SEE COUNSELOR	SEE COUNSELOR		
52 - 68	ENG 052 ENG 050	ENG 052 ENG 050	ENG 052 ENG 110		
69 - 74		ENG 052 ENG 050	ENG 110 <u>APPEAL FROM</u> ENG 052 TO ENG 131	ENG 110 <u>APPEAL FROM</u> ENG 052 TO ENG 131	
75 - 80		ENG 131 ENG 050	ENG 131 ENG 110	ENG 131 ENG 110	ENG 131 ENG 158
81 - 85		ENG 131 ENG 050	ENG 131 ENG 110	ENG 110 <u>APPEAL FROM</u> ENG 131 TO ENG 151	ENG 158 <u>APPEAL FROM</u> ENG 131 TO ENG 151
86 - 98			ENG 151 ENG 110	ENG 151 ENG 158	ENG 151 ENG 158
99 - 107			ENG 151 ENG 158	ENG 151 ENG 158	ENG 151 ENG 158

DEVELOPMENTAL CLASSES

[FMA 2.1F]

For the purpose of this section, developmental courses are ENG 050, ENG 052, ESL 151, ESL 152, ESL 251, ESL 252, IIC 057, MAT 104, and MAT 105. When these classes are taught as part of a collegewide or campus coordinated developmental education program, they shall have reduced enrollment, unless specifically declined by the instructor.

Any developmental section as identified above which by the end of the schedule adjustment period has an enrollment of at least twelve (12) students shall not be cancelled without prior approval of the department offering that course. Sections will be limited to a maximum of twenty (20) students. These sections will be recognized as "Designated Full" for compensation purposes, but are not to be counted among sections identified as part of Article 2.1 Section Q.

Instructors who teach developmental courses are expected to participate in all collegewide or campus developmental education coordination to qualify for reduced enrollment by:

- P2.1, P3.4* 1. Keeping aware of current developmental methods and classroom systems/procedures;
- P3.6* 2. Assisting in the evaluation of the effectiveness of the current program;
- P3.6* 3. Assisting in the assessment of educational outcomes;
- P2.1* 4. Providing information to interested persons and groups on the value of the program (*collegewide interdisciplinary committee*);
- P3.6* 5. Making suggestions to improve the program;
- P1.4, P3.5* 6. Discussing student progress and recommending students for counseling follow-up as a result of their poor attendance or poor academic performance;
- P3.7* 7. Assisting in the scheduling of developmental education sections.

Subject to the written approval of the Vice-Chancellor for Academic and Student Affairs, other course sections that are a part of the collegewide or campus developmental education program may be considered for addition to those classes listed in this section.

[See Appendix C for "P" Principles]

CURRENT COURSE DESCRIPTIONS

ENG 110 and ENG 131

**ENG 110 4 Credits
Reading Skills Improvement**

Prerequisite: Appropriate ASSET reading scores, or ENG 050.

This course is designed to instruct students in inferential, evaluative and interpretive techniques. Course content also covers critical modes of thinking and reading efficiency. Course/lab fees.

**ENG 131 4 Credits
Basic Writing: Paragraphs**

Prerequisite: Appropriate placement scores.

This course presents elements of the writing process: planning, composing, and revising. It emphasizes the relationship of form to content. Course/lab fees.

ASSESSMENT

At present a matrix of scores compiled from ASSET results determines the placement of students into developmental English classes as well as placement into ENG 151.

Although ASSET was not designed to be a placement instrument for English classes, results of students' performances on the instrument are of some value in anticipating the success of students in college.

The point is that no one instrument in and of itself is likely to be a satisfactory determiner for English placement. Authorities recommend multiple instruments for both placement and on-going assessment.

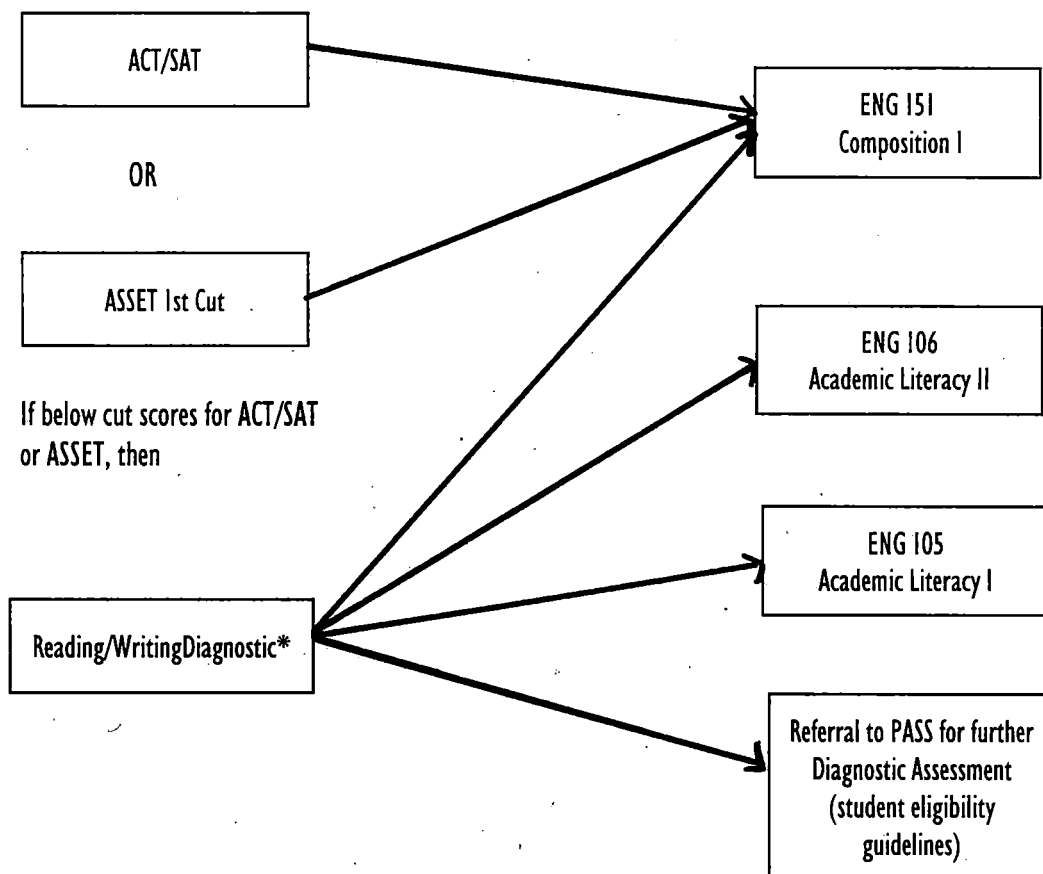
A literacy program for community college students, based upon reading and writing activities, would attempt, one would expect, to assess as well as possible how competently the matriculating students read and write.

Placement in literacy courses should be based upon instruments which assess directly the ability of students to read and write.

ASSESSMENT FOR ACADEMIC LITERACY

All students must participate in the entry level assessment unless they meet one of the following exemptions:

- A. All students attending OCC prior to Fall 1986.
- B. Students who have previously taken ASSET and scored at ENG 151 level.
- C. Students who have completed 24 semester credits at another institution, including courses equivalent to ENG 151, or have earned an associate or higher degree, will be exempt based on proper documentation.
- D. Students admitted under a guest application from another college. (High school guest students are not exempt.)
- E. Designated apprentice program students registering for specified courses in their apprentice program.



*To Be Determined by English Discipline and test consultant

C O U R S E D E S C R I P T I O N

ENG 106
Academic Literacy II

Credits: 6

Prerequisite: Appropriate reading and writing placement.

Students in this course acquire academic literacy skills (or continue their studies after having completed Academic Literacy 105) by engaging in reading and writing as a holistic process. Further, students will apply reading and writing as an interactive process, working with higher level reading material and producing academic writing. Students will also demonstrate knowledge of the conventions of the English language, develop strategies for locating and correcting their own pattern of error, demonstrate literacy skills appropriate for different audiences and purposes, and use computer technology as a literacy tool.

ACADEMIC LITERACY LEARNING OBJECTIVES

PURPOSE STATEMENT:

The purpose of the academic literacy courses at OCC is to prepare students to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes.

LEVEL ONE

Students acquire literacy by engaging in reading and writing as holistic processes. When students complete level one literacy, they will:

- A. Apply reading and writing as interactive processes: reading including prereading, reading and rereading; writing including prewriting, drafting, revision, and editing.
- B. Demonstrate knowledge of the conventions of the English language and employ a set of strategies for locating and correcting their own pattern of error.
- C. Demonstrate literacy skills appropriate for different audiences and purposes.
- D. Develop and employ academic learning strategies.
- E. Use computer technology as a literacy tool.

LEVEL TWO

Level Two students continue developing core academic literacy skills introduced in Level One (or they begin their studies having been placed in Level Two). At Level Two, students work with higher level reading material that requires deeper analysis, culminating in the production of more complex pieces of writing.

Students who have completed the literacy classes will be ready to engage in college level work but will require further instruction from the practitioners in the various disciplines in how to meet the discipline's unique reading and writing demands.

DEVELOPMENTAL VERSUS LITERACY

Currently, OCC's developmental reading and writing courses have been just that, courses. Our research indicates that these skills are best developed in students in an integrated program that combines reading and writing instruction into a holistic study of literacy. Only a radical rethinking about literacy and the presentation of it to students will result in a movement away from our tradition of isolated skills. Our proposed courses will bring OCC's developmental education into the new paradigm of literacy instruction.

	Developmental	Literacy
Courses	ENG 050 (4) ENG 052 (4) ENG 054 (2) ENG 055 (2)	ENG 056 (4) ENG 110 (4) ENG 131 (4)
Instructor Placement	Different Developmental Instructors	Literacy Instructor
Reading and Writing Initial Evaluation	Matrix of Scores from ASSET	Reading & Writing Instruments
On-going Student Assessment	Disparate Processes	Interactive Processes
Standard Exit Testing	Some students	All students
Mandatory Counseling	Maybe	Yes
Includes All Academic Instructors	No	Yes
Computer Literacy Tool	No	Yes
IIC Connection	Maybe	Yes
Class Size	27:1 (minimum 15)	20:1 (minimum 12)
Tutors	Maybe	Yes
In-Service Training	No	Yes
On-going Outcomes Program Assessment	Maybe	Yes
CP Grade	No	Yes
Multiple Approach to Assessment	Maybe	Yes
Appreciate Diversity	Yes	Yes
Semester Review/Coordination	Loose	Yes
Holistic Reading & Writing Assignments vs. Isolated Skills & Drills	Maybe	Yes

**Academic Literacy Courses
PROPOSED BUDGET**

1. **Campus Coordinators:** One full-time faculty member on each campus with 50% release time to coordinate curriculum of literacy, scheduling, staff development/training for adjuncts, monthly collegewide coordination meetings. See other tasks listed in minutes of 10/17/96.

Campus annual cost = \$34,000. (funded)
Cost of 2 adjuncts = \$4,000 (unfunded)

2. **Raters for pre- and post-testing:**

Campus annual cost = \$20,000. (unfunded)

3. **Computer-assisted instruction classrooms:**

Campus one-time cost = \$100,000 (funded)
Campus annual cost = \$40,000 (funded)

4. **Research/Development [new test development; ongoing research, etc.]:**

College annual cost = \$25,000 (unfunded)

5. **Staff Development:**

(Unfunded)
College one-time cost = \$120,000 [20 FT Faculty @ 4 ICH, 2 semesters;
\$5,000 staff development for adjunct]
Campus annual cost = \$10,000
(Unfunded)

6. **Materials**

Annual Campus Cost = \$10,000 (funded)

***Total College Annual Cost:** \$460,000 [336,000 funded; 124,000 unfunded]
****Total College One-time Cost:** \$620,000 [500,000 funded; 120,000 unfunded]

* Student fees from Literacy classes could supplement some of the annual cost.
** Perkins could supplement some of the one-time College cost.

LITERACY COURSES

R E S E A R C H R E P O R T

Prepared by:

Office of Institutional Research & Literacy Committee
Oakland Community College

November, 1996

READING/WRITING RELATIONSHIP - RESEARCH & THEORY

- Tierney and Pearson - "Toward a Composing Model of Reading"
- Stotsky - "Research on Reading/Writing Relationships: A Synthesis and Suggested Directions"
- Shanahan - "The reading-writing relationship: Seven instructional principles"
- Tierney - "Reading-Writing Relationships: A Glimpse at Some Facets"
- ----- "Suggestions for Using Each Part of the Text"
- Trotsky and Wood - "Using a writing model to teach reading"

READING/WRITING RELATIONSHIP - ARGUMENTS FOR AND EXAMPLES OF COMBINED PROGRAMS

- Stern - "Integration of Basic Composition and Reading"
- Huot - "Reading/Writing Connections on the College Level"
- Davis and Silverberg - "The Integration Project: A Model for Curriculum Transformation"
- Hendrix et al - "Breaking Down the Barriers"
- Bartholomae and Petrosky - "Fact, Artifact and Counterfacts: A Basic Reading and Writing Course for the College Curriculum"
- Bartholomae and Petrosky - "Reading the Lives of others: A Sequence for Writers"
- House et al - "Problem Solving: A Link Between Developmental Writing and Reading"

DESCRIPTION OF EXISTING DEVELOPMENTAL EDUCATION PROGRAMS

- Cornell et al - "An Anatomy of an Innovation: Balancing the Needs of Developmental Students with the Needs of an Institution"
- Bloom - "Community of Classrooms"
- Soliday - "From the Margins to the Mainstream: Reconceiving Remediation"

IMPACT OF DEVELOPMENTAL EDUCATION - HISTORY AND NEED

- Boylan et al - "The Impact of Developmental Education Programs"
- Sinclair C. C. - "The Impact of Developmental Education on Student Progress: A Three Year Longitudinal Analysis"
- Chase - "Directed Admissions Study of Mean GPA Fall 1992 (OCC)"
- Boylan and Bonham - "Seven Myths About Developmental Education"
- Adelman - "The Truth About Remedial Work: It's More Complex Than Windy Rhetoric and Simple Solutions Suggest"
- Wyatt: "The past, present, and future need for college reading courses in the US"
- Simon - "The Dumbing Down of Higher Education"
- Greenberg - "The Politics of Basic Writing"
- Stone - "Self-Evaluation and Self-Motivation for College Developmental Readers"
- Simpson and Nist - "Toward Defining comprehensive Assessment Model for College Reading"
- Napoli and Hiltner - "An Evaluation of Developmental Reading Instruction"

HOW TO DEVELOP A SUCCESSFUL DEVELOPMENTAL EDUCATION PROGRAM

- Boylan et al - "Characteristic Components of Developmental Programs"
- Hood - "Basic Writing Courses and Programs"
- Michigan State Board of Education - "Model Content Standards for Curriculum"
- White - "Developing Successful College Writing Programs"
- NCTE - "Standards for The English Language Arts"

MAINSTREAMING

- Soliday - "From the Margins to the Mainstream: Reconceiving Remediation"
- Adams - "Basic Writing Reconsidered"
- Anokye - "Interchanges: Rethinking Basic Writing"

PROGRAM EVALUATION

- NADE - "Self-Evaluation Guides"
- Dwinell - "Assessing the Effectiveness of Developmental Education"
- Thayer and Maxwell - "Striving for Excellence: Program Evaluation Through National Standards"
- Elifson et al - "Planning for and Assessment of Developmental Programs"

CHARACTERISTICS OF DEVELOPMENT STUDENTS - CHARACTERISTICS OF SUCCESSFUL LEARNERS

- Lunsford and Sullivan - "Who Are Basic Writers?"

- Boylan et al - "Who are the Developmental Students?"
- Young and Ley - "Five Self-regulated Learning Processes: Key to Academic Success"

DESCRIPTION OF DEVELOPMENTAL EDUCATORS

- Boylan et al - "Staffing Patterns in Developmental Education Programs: Faculty Salaries, Tenure, Funding, and Class Size"
- Boylan et al - "What We Know About Tutoring: Findings from the National Study of Developmental Education"
- Elmont - "Developmental Educators: Who Are We?"

WRITING ASSIGNMENTS

- Connors - "The Rise and Fall of the Modes of Discourse"
- Horowitz - "What Professors Actually Require: Academic Tasks for the ESL Classroom"
- Lunsford - "Assignments for Basic Writers: Unresolved Issues and Needed Research"
- Rose - "Remedial Writing Courses: A Critique and a Proposal"
- Dickson - "The Distanced/Personal: Learning, Knowing, and Teaching in the Novice Classroom"

WRITING - TEACHING METHODS

- Trimmer - "Basic Skills, Basic Writing, Basic Research"
- Sollisch - "Collaborative Learning: At the Intersection of Reading, Writing, and Response"
- Hara - "Student-Centered Composition"
- McKoski - "A Legacy of Developmental Writing"
- Knodt - "If at First You Don't Succeed; Effective Strategies for Teaching Composition in the Two-Year College"
- Chumchal - "Magazines in Developmental Writing: An Innovative Reading/Writing Connection"
- Nelson - "Writing Laboratories and Basic Writing"
- NISOD - "The Paperless Composition: Computer-Assisted Writing"

READING - TEACHING METHODS

- Stahl et al - "Postsecondary reading strategies rediscovered"
- Kletzien and Hushion - Reading workshop: Reading, writing, thinking
- IRA - "New Directions in Reading Instruction"
- Morris and Zinn - "Ideas in Practice: A Workshop Format for Developmental Reading Classes"
- Selinger - "Summarizing Text: Developmental Students Demonstrate a Successful Method"
- Adler-Kassner and Reynolds - "Computers, Reading and Basic Writers: Online Strategies for Helping Students with Academic Texts"

ASSESSMENT

- Brittain and Brittain - "Means of Assessing Remedial Reading needs of College Students"
- Condon and Hamp-Lyons - "Introducing a Portfolio-based Writing Assessment"
- Asit and DiObilda - "Portfolio Assessment in a College Developmental Reading Class"
- Meeker - "Pragmatic Politics: Using Assessment Tools to (Re)Shape a Curriculum"
- Kimmel - "Instructor Response: Yet Another Reading-Writing Connection"
- IRA/NCTE - "Standards for the Assessment of Reading and Writing"
- Hasit and DiObilda - "Portfolio Assessment in a College Developmental Reading Class"

TEAM BUILDING

- Larson and Gilbert - "Getting Started with Cooperative/Collaborative Learning Strategies"
- Phelan - "Delegation and Other Teambuilding Processes: Transforming Your Department and Programs"

BIBLIOGRAPHY

- "Research in Basic Writing: A Bibliographic Sourcebook"
- "Selective Bibliography of Basic Writing Textbooks"

DIRECTORIES

- Ben - Comparison of various comm. coll. developmental ed. Offerings
- "National Directory of Exemplary Programs in Developmental Education"
- "Community College Programs for Underprepared Students"

EXECUTIVE SUMMARY

- This report summarizes research conducted over the last eleven months by members of the College's Literacy committee and staff in the Office of Institutional Research. It includes an extensive literature review on theory and practice of teaching literacy skills, data concerning the relevant student population and information from focus groups and personal interviews.
- The current curriculum in Developmental English at OCC consists of disparate courses in reading and writing representing a piecemeal approach to teaching basic reading and writing skills.
- The proposed program would consolidate seven existing English courses and replace them with two courses in academic literacy, designed to prepare a wide range of students to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes.
- Literature review demonstrates that most professionals in the field of reading and writing recommend an integrated approach which embeds spelling, vocabulary, and critical thinking skills as an inseparable part of the reading/writing process.
- Developmental coursework in reading and writing is the cornerstone of a community college because it allows students to build skills which will increase their potential for success in other courses.
- At OCC, approximately 55% of first-time students who took ASSET placed below college level on the reading and writing sections of the test. Twenty-three percent of first time entering students were enrolled in a developmental English class in Fall, 1995. One third of entering students were temporarily exempt from taking ASSET.
- The majority of students enrolled in developmental English classes in Fall, 1995 were taking 8 or more credit hours. The mean credit load was 10.3, although Royal Oak and Southfield students were typically enrolled for fewer credits. Thirty eight percent of evening students enrolled for four credits only.
- OCC faculty participating in a focus group reviewing college level literacy agreed that, in general, their students do not read and write at the college level. Several participants noted that they had modified their teaching to accommodate students with reading and writing deficiencies.
- A survey of typical reading and writing assignments submitted to the Literacy committee by OCC faculty demonstrated the complex levels of academic writing required of students in other disciplines.
- Review of existing programs suggests that bringing OCC's program into line with current pedagogy will take a sustained commitment of human and financial resources. Resources for faculty development, ongoing classroom assessment, and non-instructional support services are integral to a successful and sustainable program.

LITERACY PROGRAM
Oakland Community College
Research Report

INTRODUCTION

This report summarizes research conducted over an eleven month period by members of the College's Literacy Committee and staff in the Office of Institutional Research (Appendix A- Literacy committee members). The committee was established in January, 1996 with the charge of designing a developmental program to meet the needs of the current and future OCC population. The charge specified that the design might include, but not be limited to, curriculum revision in reading and writing, review of pre- and post-assessment and placement, re-structuring of current levels in developmental studies, and consideration of a holistic view of developmental education. This report incorporates findings from the extensive literature review carried out by members of the committee, data collected on the relevant student population, information from focus groups and personal interviews conducted with OCC faculty inside and outside the English discipline, and a review of current practice within the discipline.

Description of Existing Program

The current curriculum in developmental English at OCC consists of disparate courses in reading and writing; there is no official program or title. The courses generally regarded as being in the Developmental English area are:

ENG 050	Developmental reading skills	4 Credits
ENG 052	Basic Writing: Sentences	4 Credits
ENG 054	Spelling Basics	2 Credits
ENG 055	Vocabulary Skills I	2 Credits
ENG 056	English for Problem Solving	4 Credits
ENG 110	Reading Skills Improvement	4 Credits
ENG 131	Basic Writing: Paragraphs	4 Credits

This list includes courses in Spelling and Vocabulary which are rarely taught (Appendix B- Course descriptions). As the titles of these courses indicate, they represent a piece by piece approach to the teaching of basic reading and writing skills. This approach is no longer recommended by most professionals in the field of reading and writing. Rather an integrated reading/writing approach is recommended, an approach which embeds spelling, vocabulary, and critical thinking skills as an inseparable part of the reading/ writing process.

The bibliography attached to this report contains a cross-sampling of research (both theory and practice) that discusses the benefits of integrating reading and writing.

Description of Proposed Program

The proposed program consolidates seven existing English courses at OCC and replaces them with two courses in academic literacy. This **Academic Literacy** program is designed to prepare a wide range of students who have the ability to succeed academically to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes. The program integrates reading, writing, and critical thinking and fosters active participation in the learning process.

The variety in student skill levels among the highly diverse community college student population dictates a need for appropriate comprehensive entry level assessment, course placement, and academic advisement in order to increase the probability of student success. In addition, students are provided with extensive support systems, such as counseling and other instructional support.

The proposed program changes were designed to transform the current basic skills English courses into a program that respects the status of students as adult learners and does a better job of using their existing knowledge to enhance learning and academic skills.

The proposed program does not advocate work-book approaches to language instruction nor does it rely on the reading of prepared basal-type material and single-answer testing. Rather the new program will consist of reading that is relevant to the needs of students. Writing shall be demonstrated through a variety of literacy assignments that represent realistic reading and writing tasks one might experience on the job or in an academic setting. Students will be assessed on their ability to enhance their academic literacy by demonstrating improved reading and writing skills and showing ability to use these skills to further their knowledge and the knowledge of others.

The proposed program does not include on-line reading and writing but is expected to include electronic approaches to literacy as this technology becomes available.

Research Methodology

From its first meeting the Literacy Committee determined that it would base its deliberations on a solid foundation of research and data. With this in mind, members conducted a review of research in reading/writing theory and current practice in the field. The bibliography of literature reviewed appears at the end of this report.

In addition, the College's Institutional Research department was asked to review existing data on students enrolled in Developmental English classes. An analysis was conducted of placement related to results of ASSET testing. Credit load and demographic information about this group was compiled and analyzed.

A focus group was held on June 20, 1996, to examine faculty opinion about college level literacy standards and the extent to which students in courses outside the English department are achieving those standards. Further input was obtained from presentations made by Literacy committee members at Academic Senate, Discipline day, curriculum committee, and departmental meetings.

A request to OCC non-English discipline faculty for reading and writing assignments used in their teaching elicited 71 responses. These were categorized and analyzed by committee members to determine the nature of required academic reading and writing activities.

ANALYSIS

Literature Review:

Developmental coursework in reading and writing is the cornerstone of a community college because, if successful, it allows students the potential for discovering their own interests and strengths. At OCC, approximately 55% of our incoming students place below Freshman Composition (English 151) on the ASSET test. These students depend on developmental education to allow them to build skills that may increase their potential for success in other courses. Keimig (1983) points out that the purpose of developmental education programs is to raise academic standards by improving student learning. Similarly, a wise community college relies on a developmental program to build its core of future students. Simply, without excellent developmental education courses, we cannot hope to fill Political Science or CAD courses with viable candidates for success.

Since the 1960's, the study of composition has undergone a paradigm shift. The work of Peter Elbow, Ken Macrorie, Donald Murray and others have led us to see writing as a discipline concerned with the study of holistic process, rather than fragmented, modular or product-based. A landmark text by White (1984) "Holisticism" argues against reductionism and says that the human spirit in its most significant form of expression, writing, must be seen and understood as a whole. Developmental Writing has been slower to transform itself. Not until the work of Mina Shaughnessy (1976) was the act of teaching writing to underprepared students taken up in new ways. She argued that Basic Writers needed to be taught in a curriculum that integrated speaking, listening, reading, thinking and writing. She further argued that composition be taught as a complex and recursive process of planning, drafting and revising whole texts. As Joseph Trimmer recalls (1987) "The message seemed clear. Teachers of basic writing needed to be reeducated on the subject of remediation." This is the philosophy that composition scholars still ascribe to, yet research shows that to a large extent we still assess students on the basis of objective tests that measure their capacity to identify error, not to think, read or write in the fashion Shaughnessy described. In the 1980's a similar paradigm shift occurred in reading instruction. Work by Mike Rose at UCLA and David Bartholomae and Anthony Petroskey at University of Pittsburgh suggests that developing skills in reading is best experienced by a reinforcement with the skill of writing. Thus, hundreds of integrated developmental (and non-developmental) reading and writing programs have become the cornerstone of 2 and 4 year schools' literacy programs at institutions such as Sinclair Community college, Minnesota Community College System, Appalachian State University, Mesa Community College, and Miami-Dade Community College.

Practice in other institutions:

A survey was completed of current practice in the developmental English field at other institutions across the country. This included a review of curriculum from other community colleges with similar student populations. A variety of approaches was found.

Current Practice at OCC

Enrollment in Developmental Classes:

Of Fall 1995 first time entering students 23% (1404) were enrolled in some kind of developmental English class.

Table 1
Fall 1995 first-time entering students

Percent	Number	Courses
23%	1404	A developmental English class
21%	1265	Developmental writing
8%	471	Developmental reading
5%	332	Both reading and writing

Of the total 1404 students in developmental English classes, two thirds (933) were enrolled in developmental writing. A further 24% of the group (332 students) were enrolled in both reading and writing courses, while 10% (139) students were enrolled solely in reading courses.

Analysis of student credit load showed the majority of developmental students were enrolled in 8 or more credit hours. Of those taking *reading* classes the average credit load was 10.3. Forty percent of this group was enrolled in 12 credits, with an additional 25% taking 8 credits. Only 13% was enrolled for 7 or fewer credits. For those in *writing* classes the mean credit load was also 10.3. Twenty-six percent of the group was enrolled for twelve credits, while 18% took 8 credits. An additional 10% was taking 14 credits, while 19% was enrolled for 7 or fewer.

Of students enrolled in developmental classes:

Reading:

8% (37 students) enrolled only in developmental reading
25% (116 students) enrolled in 8 credits
40% (186 students) enrolled in 12 credits
85% enrolled in 12 credits or less
Mean credits, 10.3

Writing:

10% (125 students) enrolled only in developmental writing
18% (227 students) enrolled in 8 credits
26% (330 students) enrolled in 12 credits
77% enrolled in 12 credits or less
Mean credits, 10.3

Further analysis was conducted to examine patterns of enrollment among campuses and among students attending classes at different times of day. Students at Auburn Hills, Highland Lakes and Orchard Ridge campuses typically were enrolled for 12 credit hours. However, Royal Oak students were more likely to be enrolled for 8 credits, while at Southfield students in developmental English classes more typically enrolled for 4 credits.

Enrollment of developmental English students by campus:

- Auburn Hills had 450 students enrolled in developmental English classes. Modal credits were 12, mean credits were 9.3.
- Highland Lakes had 286 students enrolled in developmental English classes. Modal credits were 12, mean credits were 8.9.
- Orchard Ridge had 362 students enrolled in developmental English classes. Twelve credits were the mode, 10 the mean enrollment.
- Royal Oak had 322 developmental students. The mode was 8 credits, the mean 7.8 credits.
- Southfield campus enrolled 176 developmental English students. The mode was 4 credits, while the mean was 7.1

Analysis of credit load related to the time of day students took classes revealed differences primarily between day and evening students. Those students who took only evening classes typically enrolled for a lighter load than those attending during the day or day and evening. Thus, more evening students would be affected by a requirement to complete additional credits. Further research is intended to determine the extent to which this group of students would be affected. Demographic analysis indicates that evening students on average were slightly older: 25.6 years old in comparison with the mean age of 21.2 for day students. Minority students were slightly more likely to take day than evening classes; 63% of African Americans took day classes in comparison with 52% of white students. Analysis by gender showed no significant differences.

Enrollment of developmental English students by time of day:

- 757 students were enrolled in day classes (until 5pm). The modal number of credits for this group was 12, while the mean was 10.3. Only 10% of the group (72 students) were enrolled for four credit hours.
- 238 students were enrolled only in evening classes. The mode for this group was 4 credits, while the mean was 6.9. Thirty-eight percent were enrolled for 4 credit hours only (90 students)
- 405 students enrolled in both day and evening classes. The modal number of credits for this group was 12, while the mean was 11.6. None of the group was enrolled for four credits.
- Only 162 (12%) of all developmental English students enrolled for four credit hours. Further research is anticipated to determine the extent to which this group would be affected by a requirement to take six or eight credits.

ASSET Placement:

Of the 6,130 first time students at OCC in Fall,1995, 34% of the total tested below college level in reading and writing on the ASSET test. Of those tested, the largest group (44%) was at level three (college level placement), while 34% were at level two and 22% were at level one. Only three students tested at "no level".

Table 2
Fall 1995 Students taking ASSET

Placement level	Number	Percent
No level	3	.1%
Level 1	820	22%
Level 2	1,238	34%
Level 3	1,597	44%
Total	3,660	

Source: OCC Impact of ASSET Test Results on English Placement (Fall 1995)

Of the students who tested at Level 1 on ASSET, over a third (34%) representing 279 students enrolled in developmental reading classes in fall 1995. Almost two thirds (503 students) of those at Level 1 enrolled in developmental writing classes. Of those at Level 2, eleven percent (141 students) enrolled in developmental reading while 55% (682 students) enrolled in developmental writing classes in this term. A small number of those at Level 3 (nineteen and twenty-one students in writing and reading respectively) also took developmental reading and writing classes.

In addition to this study of placement related to ASSET scores, the committee reviewed data on students who were *temporarily exempt* from taking the placement test. More than one third of first time entering students in fall, 1995 were temporarily exempt. Demographic analysis showed this group to be slightly older (29.8) than the average for all students (28 years). Fifty-four percent of the group was female, 46% male in comparison with the College's overall 60/40 gender split. There was a higher percentage of minority students (23%) than is typical for the College overall (16%). The average number of credits attempted by this group was 5, with one half of them enrolled in four or fewer credits.

Further analysis was conducted to determine in which courses these students typically enrolled. The highest course enrollments among the group were as follows:

PSY251	204 students	POL151	159
BUS101	151	CIS105	139
MAT110	116	ECO261	99
SOC251	95		

OCC Literacy Across the Curriculum:

Review of faculty opinion:

A focus group was conducted to determine how OCC faculty define college literacy, to ascertain whether students meet those standards, and to determine areas in which they are judged to be deficient. Participants were invited from the 1995-96 and 1996-97 elected campus representatives to the College Senate. English, ESL and non-instructional faculty were excluded as having too much specialized and related knowledge. Opinions of these groups were gained by other means. Six different disciplines (math, science, accounting, political science and hospitality) were represented. Participants total teaching experience at OCC ranged from one semester to thirty years.

When asked how much reading and writing is required in college level courses, participants responded that they expected students to read about one chapter per week in an assigned textbook. In upper level courses, students are often required to complete additional readings for research projects and to utilize supplemental readings on a regular basis. The volume and difficulty of written assignments varies by discipline and course level. When students are asked to write, typical assignments are research reports and take-home essays as well as in-class short answer and essay exam questions. Length varies, although most participants who give written assignments agreed that 3-5 pages is typical.

Participants agreed that, in general, their students do not read and write at the college level. When asked for a grade-level estimate of the average reading and writing level of their students, most felt that their students read at about a twelfth grade level and wrote below that level. Several participants made the distinction between students' ability to read (i.e. recognize and pronounce words correctly) and their ability to comprehend and apply material they read.

When asked if they had modified their teaching to accommodate students with reading deficiencies, several participants noted they had chosen easier reading assignments. Other strategies included asking students to skim the reading before class or simply eliminating certain reading and writing assignments which had proved too difficult in the past.

OCC Literacy Across the Curriculum Survey

As a follow-up to the focus group the committee decided to carry out a more general survey of literacy requirements across the curriculum. At the Fall term discipline day, faculty outside the English discipline were asked to contribute typical reading and writing assignments. Seventy-one responses were received. Some instructors submitted a syllabus, but many others submitted a single assignment, so it was not possible to draw conclusions about other reading/writing activities in those courses. Reading samples came from business, science or math, writing samples came from a wide variety of courses.

Members of the committee attempted to categorize the samples by type in order to determine the nature of the required "academic writing" that awaits students. The largest group of samples (29) required students to respond to multi-part prompts i.e. writing that requires response using a variety of combined writing types (compare/contrast, analysis, etc. in combination, but rarely

alone as a distinct type) and/or use various levels of thinking. Nineteen samples were research writing (multi-part prompts using outside sources, properly documented). In addition, fifteen reading samples or study question sets were submitted, five summary, and three other assignments (journals, resume, and a Spanish assignment).

While most material was submitted either anonymously or without comment, two instructors addressed the committee emphasizing the need for higher quality reading and writing skills for students to be successful in their classes.

Focused interviews with other faculty:

Literacy committee members conducted a number of informal interviews with other faculty members to obtain their input. While there was considerable support for the idea of literacy classes and the shape and scope of the proposed program, some questions and concerns were raised. Many of these related to the logistics and implementation of the proposed program. English faculty had questions about the role of composition and reading teachers and the amount of training needed for both groups to take on additional/alternate roles. Similar questions related to new hires and adjuncts and the possibility of team teaching. Some members of the group asked if it would be desirable to create developmental specialists teaching only Literacy classes or if loads should be mixed, with faculty also teaching college level English courses for which developmental students are being prepared. Flexible scheduling was generally welcomed, again with some concerns about implementation. Concern was expressed that mandatory placement could affect enrollment. Others drew attention to the need for diagnosis/remediation of learning disabled students. Financial aid for alternative scheduling should be investigated. Other implementation issues included that of which other classes students would be able to take with the literacy courses.

CONCLUSION:

Bringing a program as large and complex as OCC's into the current pedagogy on developmental literacy programs will take sustained commitments of human and financial resources. A review of some existing programs (Sinclair Community College, Minnesota Community College System, Appalachian State University, Mesa Community College, Miami-Dade Community College et al.) suggest that a commitment of resources for faculty development, ongoing classroom assessment and non-instructional support services are integral to their success and sustenance. Faculty need to be philosophically committed to teaching literacy as a process of thinking and discovery. To support them, the college needs to offer significant faculty development as well as opportunities to experiment and get feedback about teaching in a new paradigm. Additionally, students will need access to computers, class size will need examination, flexible time frames need thought. Developmental education is not a luxury in the community college, in any college. OCC needs to reiterate its commitment to its neediest students if it is to continue to serve the community that sustains it.

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APPENDIX A
Literacy Committee Membership

Marianne Adam	RO/SF
Jennifer Berne	OR
Linda Boynton	HL
Carol Brown	OR
Kay Burdette	HL
Carolyn Carty	OR
Bea Catherino	AH
Barbara Einhardt	AH
Mike Khirallah	RO/SF
Kay Palmer	OR
Ben Reilly	OR
Leslie Roberts	HL
Nancy Rudary	AH
David Sam	AH
Bob Willey	OR
Diane Zalapi	HL

APPENDIX B

OCC Catalogue Developmental Education Courses

ENG 050.....4 Credits

Developmental Reading Skills

Prerequisite: Appropriate ASSET Reading scores.

Students will develop literal comprehension skills. These include pre-reading strategies, vocabulary constructs and analysis of main idea and supporting details. Students will apply fundamental comprehension skills to college texts. Course/lab fees.

ENG 052.....4 Credits

Basic Writing: Sentences

Prerequisite: Appropriate placement scores

This course introduces students to the writing process and helps them develop basic writing skills, including planning, composing, and revising strategies. Course/lab fees.

ENG 054..... 2 Credits

Spelling Basics

Spelling Basics acquaints students with spelling rules which are reliable 85 percent of the time or more, and offers practice in spelling words which do not conform to the usual patterns.

ENG 055.....2 Credits

Vocabulary Skills 1

Students will increase their general vocabulary by learning how to use a dictionary, a thesaurus, prefixes and suffixes, context clues and word roots. Basic vocabulary from various academic areas will be studied.

ENG 056..... 4 Credits

English for Problem Solving

This course is for students who have had little or no recent classroom experience. It is designed to prepare them for courses in mathematics, science, and technology which involve verbal problem solving. Students will solve problems by using logical analysis; identify structural features in reading material related to their fields of study; write prescribed assignments illustrating these features, and develop and master individual vocabulary lists.

ENG 110.....4 Credits

Reading Skills Improvement

Prerequisite: Appropriate ASSET reading scores, or ENG 050

This course is designed to instruct students in inferential, evaluative and interpretive techniques. Course content also covers critical modes of thinking and reading efficiency. Course/ lab fees.

ENG 131.....4 Credits

Basic Writing: Paragraphs

Prerequisite: Appropriate placement scores.

This course presents elements of the writing process: planning, composing, and revising. It emphasizes the relationship of form to content. Course/lab fees.

APPENDIX A
Literacy Committee Membership

Marianne Adam (RO/SF)

Jennifer Berne (OR)

Linda Boynton (HL)

Carol Brown (OR)

Kay Burdette (HL)

Carolyn Carty (OR)

Bea Catherino (AH)

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Kay Palmer (OR)

Ben Reilly (OR)

Leslie Roberts (HL)

Nancy Rudary (AH)

David Sam (AH)

Bob Willey (OR)

Diane Zalapi (HL)

APPENDIX B
OCC Catalogue Developmental Education Courses

ENG 050.....4 credits

Developmental Reading Skills

Prerequisite: Appropriate ASSET Reading scores.

Students will develop literal comprehension skills. These include pre-reading strategies, vocabulary constructs and analysis of main idea and supporting details. Students will apply fundamental comprehension skills to college texts. Course/lab fees.

ENG 052.....4 Credits

Basic Writing: Sentences

Prerequisite: Appropriate placement scores

This course introduces students to the writing process and helps them develop basic writing skills, including planning, composing, and revising strategies. Course/lab fees.

ENG 054.....2 Credits

Spelling Basics

Spelling Basics acquaints students with spelling rules which are reliable 85 percent of the time or more, and offers practice in spelling words which do not conform to the usual patterns.

ENG 055.....2 Credits

Vocabulary Skills I

Students will increase their general vocabulary by learning how to use a dictionary, a thesaurus, prefixes and suffixes, context clues and word roots. Basic vocabulary from various academic areas will be studied.

ENG 056.....4 Credits

English for Problem Solving

This course is for students who have had little or no recent classroom experience. It is designed to prepare them for courses in mathematics, science, and technology which involve problem solving. Students will solve problems by using logical analysis; identify structural features in reading material related to their fields of study; write prescribed assignments illustrating these features, and develop and master individual vocabulary lists.

ENG 110.....4 Credits

Reading Skills Improvement

Prerequisite: Appropriate ASSET reading scores, or ENG 050

This course is designed to instruct students in inferential, evaluative and interpretive techniques. Course content also covers critical modes of thinking and reading efficiency. Course/lab fees.

ENG 131.....4 Credits

Basic Writing: Paragraphs

Prerequisite: Appropriate placement scores.

This course present elements of the writing process: planning, composing, and revising. It emphasizes the relationship of form to content. Course/lab fees.

APPENDIX C

ACADEMIC LITERACY PHILOSOPHY

Community colleges enroll a highly diverse student population which brings a broad range of skill levels to its studies. This variety in student skill levels dictates a need for appropriate comprehensive entry level assessment, course placement, and academic advisement in order to increase the probability of student success.

The Academic Literacy program at OCC is designed to prepare this wide range of students who have the ability to succeed academically to be able to think, read, write, and problem solve at entry level appropriate for college audiences and purposes. Courses in the Academic Literacy program integrate reading, writing, and critical thinking and foster active participation in the learning process. In addition, students are provided with extensive support systems, such as counseling and other instructional support, to identify educational interventions most likely to ensure student success.

NOTE:

Italicized words were taken from the original catalog assessment statement.

Bold print words came from our Principles and Objectives material.

APPENDIX D

PRINCIPLES & OBJECTIVES OF ACADEMIC LITERACY AT OCC

PURPOSE STATEMENT:

The purpose of the academic literacy courses at OCC are to prepare students to be able to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes.

PRINCIPLE #1

The Academic Literacy Courses serve students who have the ability to succeed academically, but who are not ready to engage in college-level work.

P1 - OBJECTIVES

1. Require initial evaluation of all students entering OCC.
2. Require literacy placement based on a valid assessment.
3. Provide on-going assessment and exit testing as a part of all academic literacy courses.
4. Incorporate counseling as a mandatory component of the academic literacy courses.
5. Recognize variation in acquisition of literacy.

PRINCIPLE #2

The Academic Literacy Courses build cross-curricular literacy skills.

P2 - OBJECTIVES

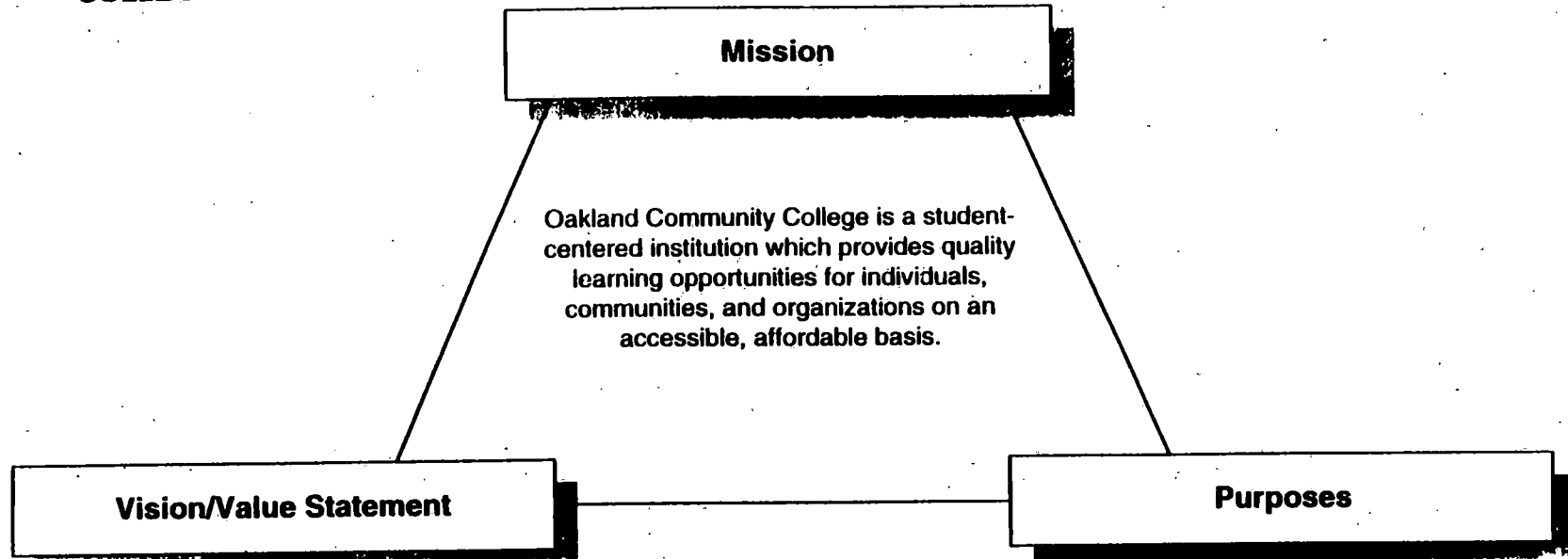
1. Provide opportunities for increasing the awareness of the purposes of academic literacy for all content area instructors.
2. Integrate reading, writing, and critical thinking in the academic literacy curriculum.
3. Foster active participation in the learning process, promoting confidence and self-esteem.
4. Incorporate computer technology as a literacy tool.

PRINCIPLE #3

The Academic Literacy Courses require on-going assessment and institutional support.

P3 - OBJECTIVES

1. Provide instructional support to students who experience difficulty in academic literacy courses.
2. Limit class size in number to promote interaction and optimize learning.
3. Dedicate computer-assisted classrooms and labs to academic literacy courses.
4. Provide in-service training and staff development for faculty of academic literacy courses.
5. Establish a dedicated counseling component.
6. Implement ongoing outcomes assessment as a part of the academic literacy courses.
7. Provide institutional support for alternate scheduling for academic literacy instructors and campus coordinators (fluid boundaries, grading, release time for coordinators/committees).



Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. This community values:

- Shared responsibility, open communication, collaboration;
- Personal empowerment, integrity, ethical commitment;
- Diversity, global awareness, responsiveness to community needs.

OCC provides quality:

- Educational experiences enabling students to transfer to other institutions of higher education.
- Occupational and technical learning opportunities to improve student's employability.
- Community services, including cultural, social, and enrichment opportunities for lifelong learning.
- Opportunities in development education to prepare students for college-level studies.
- Workforce development training and learning opportunities to meet the needs of business and industry.
- General Education opportunities enabling students to learn independently and develop skills for personal and career success.