

## *Questions for Reflection and Review*

### **1: Negotiating Writing Identities Online and in Person: The Growth of Metacognition and Writing Awareness in FYC**

1. What level of agency or control of your own learning have you had in your academic experience? How does your history of learning agency affect how you view student agency in the classes you teach?
2. How does viewing identity formation as a developmental process contribute to how you design reflective practice for your students?
3. What kind of experience have you had with reflective journaling? How does this experience contribute to your approach to teaching your students how to write reflectively?

### **2: They Are Reading from Screens, But (How) Are They Reading from Screens?**

1. Do you read differently when you are reading on a screen versus reading printed text? How might you characterize those differences?
2. How do you navigate the challenges—both in the classroom and outside it—of working with your students on their critical reading skills when their readings are accessed on screens rather than in print?
3. How might you better leverage the advantages of screen reading?

### 3: The Socio-Cognitive Approach in Academic ESL Composition Classes

1. Why might students gain more insight to the composition process if they “discover” academic conventions such as cohesion rather than being taught them? How might you change the way you present information in your classroom?
2. Creating support groups for academic writers has both benefits and drawbacks. This chapter presents some benefits. What are some potential drawbacks and how could you mitigate them?
3. Asking students to analyze and think about their own drafts, edits, and errors requires a high level of metacognition that may be challenging to both students and instructors. Do you feel it is worth the time and effort to do so? Why/why not?

### 4: Using “Writing about Writing” Pedagogy with L2 and Developmental Readers and Writers at the Community College

1. What books and articles have impacted your own thinking about composing, reading, and language? How might these sources be adapted or excerpted for use in your composition classroom?
2. What are the threshold concepts that inform your approach to composition instruction? How have you made those concepts explicit for yourself and your students in your classroom, materials, assignments, and feedback practices?
3. If you assigned writing-about-writing texts, what scaffolding would you need to provide for your students? How might that scaffolding be formatted and delivered (via annotated texts, group reading, online support, or something else)?

### **5: Contract Grading as Anti-Racist Praxis in the Community College Context**

1. What do you see as the challenges of contract grading in your context?
2. What aspects of contract grading can you see yourself implementing? How might you prepare students to succeed in what might be an unfamiliar assessment process?
3. How do issues of equity relate to issues of writing assessment? How do subtle forms of racism or systemic racism impact the teaching and assessment of writing?
4. What limitations or challenges does traditional grading bring to the writing classroom? How do you see contract grading helping you address or change these dynamics?

### **6: First-Year Composition: Building Relationships to Teach Emerging Writers**

1. What are some significant obstacles students face in FYC courses at a community college? How can we best help students surmount them?
2. What does the instructor-student relationship look like in FYC courses at a community college? What are potential drawbacks to this relationship for both instructor and student? Potential advantages for both instructor and student?
3. What is the connotation of “emerging writer”? How can we apply our understanding of its connotation to the context of working with students in FYC courses at a community college?

## 7: Supporting English Learners with Disabilities in College Composition Courses

1. *Remember that ELs with disabilities are highly diverse and while they may need additional support with meeting the academic demands of writing, they may also have great strengths such as their abilities to connect with people, their specific interests and hobbies, and their multilingual and multicultural perspectives, to name a few.* With this in mind, what are some of the specific challenges that students may face with writing, and what supports are best aligned to those challenges? How can teachers help students to leverage their strengths as a foundation or stepping stone to develop their writing?
2. Think about what you are already doing to teach writing. Are there aspects of Self-Regulated Strategy Development that you are already incorporating? How can you expand on what you are already doing to integrate all of the key elements of SRSD into your current curriculum and materials? In addition, how can you plan to embed specific language development and instruction into this framework?
3. How might you adjust your implementation of strategies to meet the diverse needs of your students in writing? In what ways could you share with colleagues and other writing teachers to discuss your implementation, successes, and challenges, as well as support each other to adapt and adjust your instruction to effectively meet the needs of your language learners with disabilities?

## **8: Teaching Writing in a STEM Learning Community: The Heart and Science of Communication**

1. Do you have any experiences coordinating courses for learning communities? What are the benefits and challenges—or what do you imagine are the benefits and challenges—for students who participate in these cohorts? How might teachers mitigate the challenges faced by students in learning communities?
2. How do the classroom activities and assignments described in this chapter help students build their metacognitive awareness of themselves as college writers?
3. What are other strategies and resources help bridge the worlds of STEM and college composition courses?

## **9: Motivating Students from Afar: Teaching English in a Live Broadcast Concurrent Enrollment Program**

1. Since distance education is becoming more common in higher education, how might we better engage with students using technology? How might we as educators prepare ourselves to teach more effectively given the challenges of using technology?
2. What political, geographical, financial, and cultural factors influence the way concurrent enrollment programs might be structured in your area?
3. What challenges do you see in implementing concurrent enrollment at your college? How might you address these challenges?

## **10: Contextualized FYC Courses for Career Technical Education**

1. Students in composition courses linked to vocational education excel when they can use both visual and kinesthetic learning styles to accomplish rhetorical tasks such as writing for an audience. What assignments might you have that can be modified to take into account different learning styles such as visual and kinesthetic? How might you modify other assignments to ensure equity for students who bring different learning styles into the composition class?
2. What other assignments would be a good fit for CTE courses like English 107 and 108, where students need to learn workplace writing as well as traditional FYC genres?
3. How might you design a FYC class to fit into one of your school's career and technical education sequences that would also be articulated with the FYC courses at four-year schools?

## **11: Heterogeneity among Community College English Learners: Who Are Our ELs in FYC and How Do They Compare?**

1. What experiences and training do your CCEL students bring to your classroom? How do you integrate CCEL students' perspectives into your classroom?
2. How is your CCEL student population similar to or different from the national CCEL profile presented in this chapter?
3. What, if any, supports does your college provide to bolster CCEL students' academic engagement? What do you think might be most helpful for your CCEL students?

## 12: Avoiding the “Cliffs”: Korean International Community College Students and Rhetorical Flexibility

1. What factors should teachers consider when working with international students in FYC and other community college classes? In what ways might international students be different from and similar to domestic second language students?
2. Without the institutional access afforded by FYC, many of the Korean international students in this study would not have been able to attend four-year universities. In what other ways might community college coursework benefit international students?
3. In addition to the approach to teaching FYC described in this chapter, what else could community college FYC programs and instructors do to support international students whose goal is to transfer to four-year institutions?

## 13: First-Year Composition Faculty in a Changing Community College Policy Landscape: Engagement, Agency, and Leadership in the Midst of Reform

1. What forms of institutional change have occurred recently in your institution? What were the reasons for the changes and how was the change initiated? To what extent were instructional faculty involved with the change process? How would you characterize the successes and challenges that your institution faced during this process?
2. How might you leverage data and research to inform decision-making within your department?
3. What professional development do you and your colleagues need to engage in as agents of change and to work collaboratively and collegially?
4. What models of faculty collaboration are you familiar with at your campus? Are those models effective? In what way? What kinds of considerations are necessary at your campus to create collegial and effective faculty collaboration?

#### **14: Combining Developmental Writing and First-Year Composition Classes: Faculty Perspectives on How Co-Requisite Teaching Affects Curriculum and Pedagogy**

1. What types of professional development are needed to assist FYC instructors to better identify and address the diverse needs of their students in co-requisite courses?
2. In what ways might new learning structures such as co-requisite courses affect the curricular and assessment practices of FYC courses and future English courses?
3. How can FYC instructors meet the needs of English language learners and other students in need of greater support in reading and writing in a co-requisite model of instruction?

#### **15: Valuing Teacher Knowledge, Valuing Local Knowledge: FYC in Hawai'i Community Colleges**

1. In what ways can a community college teacher work with students who are not prepared for the rigors of college or FYC in a heterogeneous classroom situation?
2. In what ways can a community college teacher ensure that students who wish to transfer to a four-year college are challenged and supported sufficiently in a classroom that may also include underprepared students and students who desire not to transfer?
3. Kay and Cindy considered the environment in which they teach and their visions for their courses when creating their curriculum. How would you create a curriculum that focuses on your vision? What kinds of resources would you need? Who would be your helpers and who would be your advisors in creating the curriculum? How would that curriculum fit with your student learning outcomes and assessment processes? Would these need to change?



## 16: IR and Remediation Reform: A Contextualized Exploration for Faculty

1. What line of inquiry about your teaching experience could IR help you explore and why? How would you go about approaching your IR office?
2. How could a partnership between an English department and IR influence the strategic direction of your college? Can you identify your college's strategic direction? Your department's strategic direction? Thinking about both or one of those, what kinds of research might you do to influence these directions?
3. What kinds of placement into FYC composition does your college do? How successful is that placement, and how do you know it is successful or not? What kinds of research do you currently do (if you don't do any, what kinds of research might you consider planning with your IR?) that could inform how students are placed in FYC?

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