

General Problems of Practice: ENGLISH

- Developing a shared understanding of the literacy skills required for “success” at all levels, including workforce.
- Developing a shared academic vocabulary and ensuring that students are familiar with academic terminology such as fiction versus non-fiction, informational text, etc.
- Preparing students for the postsecondary world and work. What are the “culture shifts” that students make as they transition from one sector to the next? How can we smooth these transitions? How do the expectations shift?
- Providing educational experiences that equip students with the tools to become independent learners.
- Teaching reading. How do we teach students to become active versus passive readers? What do we know about teaching students how to access complex text? Reading complex texts is a challenge for many students. Reading comprehension affects student success in every class.
- Teaching students the skills to revise – craft v. convention
- Expanding responsibility for the teaching of literacy skills. Literacy instruction needs to be a broader faculty responsibility – beyond the language arts faculty. And to this end, toolkit products should be accessible to colleagues in other disciplines.
- Teaching critical reading, thinking and writing. What does it mean to “develop” ideas, “understand” a text?
- Ensuring that students learn and use appropriate language for academic writing
- Learning and teaching reasoning skills and the logical progression of ideas
- Equipping students with the skills to make independent choices in writing and other areas
- Equipping students with the skills to write for different audiences. Writer-based prose. Reader based prose.
- Being able to integrate the words of others into your own writing in a way that is not plagiarism. Understanding that you are building on the work of others each time you write
- Re-imagining what research means. Conveying expectations about what “research” means in different classes. How is research conducted? Why do we conduct research?
- Distinguishing between research activities and research paper. What are the skills required for students to engage in research activities and research paper writing? How are first-year college students expected to use these skills? Are both sets of skills equally important?
- Addressing the needs of under-confident writers. Students have a hard time believing that we appreciate their own ideas and are not concerned with what others may think and that it is okay to take risks with their writing
- Transferring skills from day to day, class to class, year to year
- Teaching students with examples of what it means to think critically and to engage in analytic thinking and providing instruction that helps them to develop these skills over time.
- Providing transparency in assessment across the sectors. Making expectations clear.
- Addressing non-cognitive issues – personal issues – that affect student achievement

- Teaching non-cognitive skills that influence student achievement
 - Grit
 - Rigor
 - Perseverance
 - Pre-vision. The ability to anticipate where one needs to go next in order to improve and to reach for this next level.
- Identifying gaps in sequential teaching of standards
 - Drafting and revising
- Helping students to understand the meaning of “accountability” for one’s own education – going from big fish in small pond to small fish in big pond – transferring skills - adjusting to a new culture
- Accessing help in college