

HIPs in English

Grant Period: 2020-2022



Past, Present, Future

Proposal - coordinating English department courses:

- Early American Literature
- Modern American Literature
- Composition II: Work-Based Learning

Current - Courses have been (re)designed and reviewed

Future - Piloting online during Spring 2021

Hopes - Data collection, revise and use improved courses in subsequent semesters

Objective: To provide more HIP opportunities in English department courses

Objectives: American Literature Courses

Purpose:

- varied reading selections
- technology-based tools
- research
- real-world application

Goals:

- update the content with technology enhanced learning techniques

Planning and Preparation

- Redesign based on Dr. Victoria Bryan's online Early and Modern American Literature courses
- Changes based on TEL, accessibility, relevancy, additional content, and a final presentation
- OER materials (for Modern American Literature)
 - 7-week compressed version
- Adapt to needs stemming from COVID-19

Data for Grant Courses

To better serve a variety of student populations according to:

- Race
- Gender
- First generation
- Pell recipients
- Adult students (over 24 years old)
- Students with accessibility needs

Total: 1,109 students (2017-19)

Data Continued - Based on Survey Results

Pre - survey:

Most (87%) students had taken an online/hybrid course before.

Most (78.3%) of students had conducted scholarly research before.

Most students (91.3%) has not read a diverse list of American authors before.

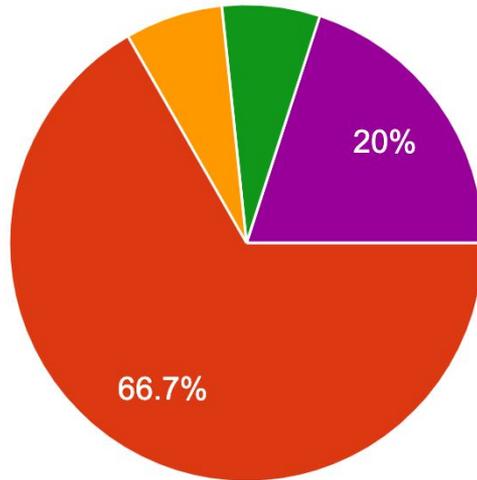
All students reported being familiar with MLA style formatting.

Most students were comfortable with Turnitin (78.3%) and using a video meeting platform (95.7%).

Midterm Survey

What do you need to be more successful?

15 responses

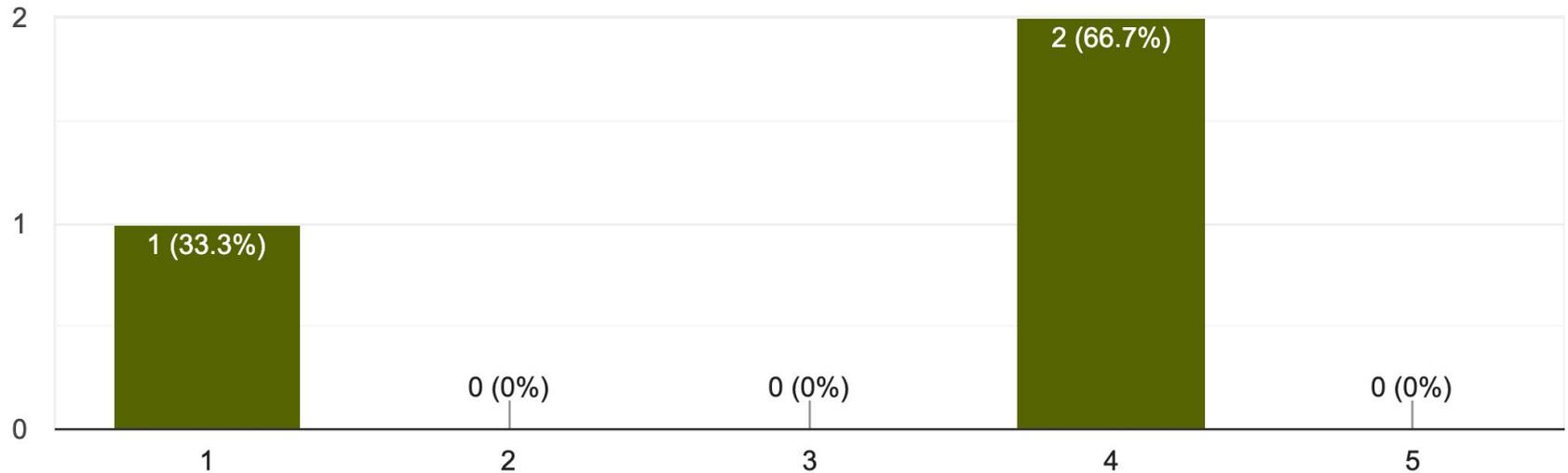


- Guidance with technology (i.e. myCS courses, Turnitin, etc.)
- To work on my time management to balance my classes, work, life, etc.
- To ask questions before deadlines so I can apply the answers to my assignments
- Not sure: I will send you an email describing what I'm currently strugglin...
- I'm good!

End of Term Survey

I think this course can be applied to my goals, degree, and "real life."

3 responses



Implementation and Revision

- Transferable technological and communicative (verbal and written) skills
- Encompass the overviews and learning outcomes from each syllabus
 - high performance expectations assessed by pre-provided rubrics
 - regular feedback on weekly assignments
 - extensive feedback on (longer) writing assignments with revisions
- Three-pronged reflection assessment of student learning and course experience
- Final (recorded) presentation about the research essay focusing on argument

Objectives: Composition II, Business, and WKBL

Purpose:

- provide work-based learning (WKBL) experiences for more students.
- teach writing skills that will be applicable to a constantly changing economy and an increasingly virtual world

Goals:

- teach critical and analytical writing/communication skills
- teach themes related to business such as diversity and technology

Planning and Preparation

In 2019, two new themed Composition courses were created: pop culture and environmental science. These courses led to an initiative to create a business themed course.

- worked with the WKBL director to develop business contacts such as the Museum at Five Points
- secured business partners
- created a group project that will allow students to work together with local businesses

Data

In 2019, 860 students enrolled in Composition II.

In 2019, there were 657 students in the Business Career community, and of the 657, 193 enrolled in Composition II.

WKBL Taxonomy Score: 1.5. We are trying to raise it to 2.5 by Fall 2021. One way we can increase the score is by offering more work-based learning opportunities across different academic departments.

Cleveland State's Vision 2025 Plan includes a WKBL component: Deliver Quality Workforce and Economic Development.

Another goal in the Vision 2025 plan is for all students to graduate with at least 3 High Impact Practices.

Implementation and Revision

Spring 2021 will be the pilot semester.

Pre, Mid, and Post surveys will be given.

Students will work in groups to create various writing projects for businesses. For example, the Museum at Five Points will be asking students to write and design blog posts for museum exhibits. (Due to COVID-19, all work and all meetings will be completed virtually.)

Students will present their WKBL project at the end of the semester to the instructor and to the class.

Revisions will be made based on student feedback, outside course reviewers, and local businesses.

The course will continue to be offered at least once a year in Spring.