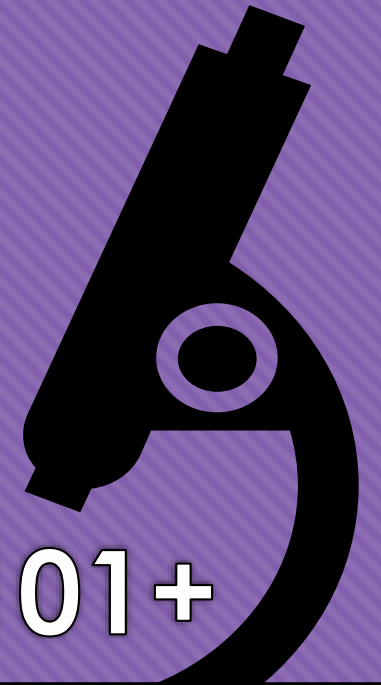


Everyday Experiments in ENGL 101+



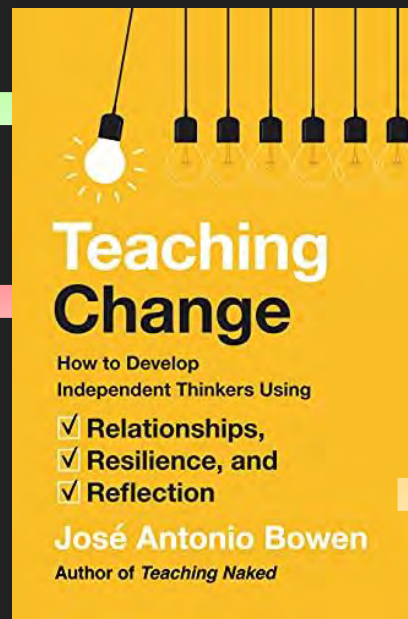
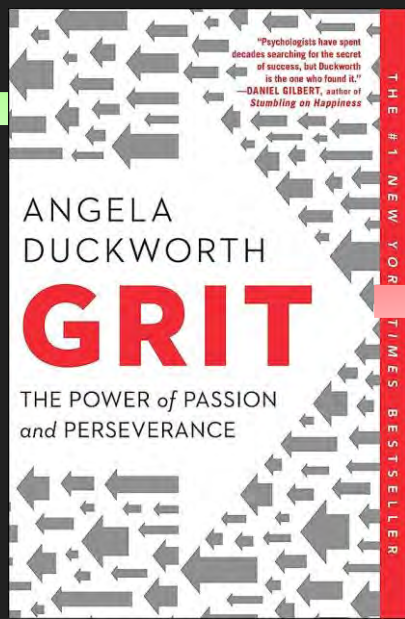
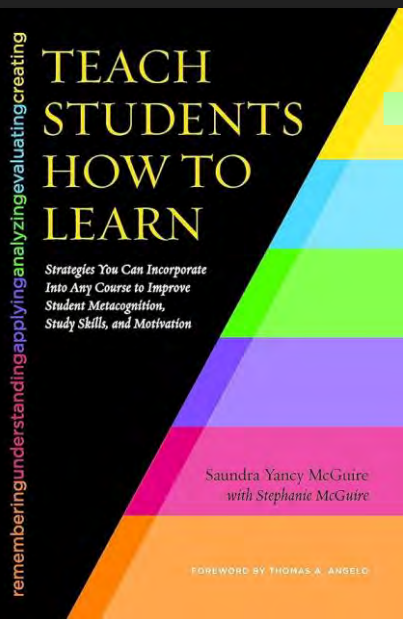
How SET Transformed My Approach to 21st Century Composition

My Three Main SET-Informed Goals...

1. I will bring “brain science” into the composition classroom, beginning the semester with data-driven conversations about how we learn, what strategies are scientifically proven to work, and how to break away from barrier-building bad habits;
2. I also want to teach my students how to navigate virtual learning spaces, including OERs, so that they start to build the most rewarding online note-taking, reading, writing, and cloud-computing strategies;
3. Finally, I am invested in creating micro-learning opportunities for retrieval practice, an approach I think will grow my students’ sense of community, collaborative spirit, enjoyment of learning, and long-term success.

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The Focus on Learning - “But by focusing almost exclusively on teaching and ignoring how we can help students figure out their role in the learning process, we are leaving out half the equation” (Yancy McGuire and McGuire 9).

The Top-Level Goal - “I think of this top-level goal as a compass that gives direction and meaning to all the goals below it” (Duckworth 63).

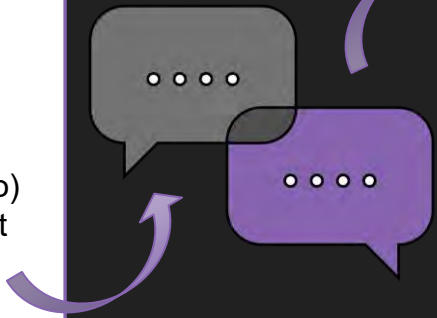
The Tennis Net - “Decades of learning reinforce that even multiple unsuccessful attempts lead to more learning” (Bowen 213). The tennis net is an exceptional model of this truth, since “it provides immediate, nonjudgmental feedback” (Bowen 213).

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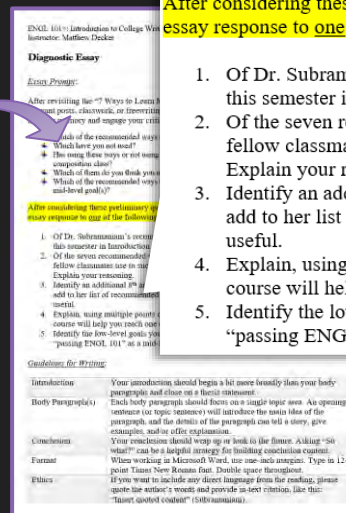
I assigned “7 Ways to Learn More Effectively,” a *Psychology Today* article that highlights the following strategies:

1. Break up your learning into small chunks
2. Sleep is essential for successful learning
3. Interleaving related skills is more effective than “blocking”
4. Teach a topic you’re learning to someone else (or pretend to do so)
5. Take notes in class (or while watching an online course video), but work on expanding on those notes immediately after the lesson
6. Couple facts with concepts in order to maximize learning
7. Use tests as a way to learn, rather than an assessment tool



After considering these preliminary questions and brainstorming, you should compose a brief essay response to one of the following prompts:

1. Of Dr. Subramaniam’s recommended ways to learn, identify two you will attempt to use this semester in Introduction to College Writing. Explain why.
2. Of the seven recommended ways to learn, identify two you would recommend your fellow classmates use to succeed this semester in Introduction to College Writing. Explain your reasoning.
3. Identify an additional 8th and/or 9th brain hack you would encourage Dr. Subramaniam to add to her list of recommended ways to learn. Explain why this hack (or these hacks) is useful.
4. Explain, using multiple points of support, how this Introduction to College Writing course will help you reach one of the top-level goals you set for yourself on Monday.
5. Identify the low-level goals you believe will be instrumental if a fellow student identifies “passing ENGL 101” as a mid-level goal. Explain your reasoning.



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The Description Essay's Suggested Steps and Outline

Step 1. Assess the Writing Situation

Share any ideas/ comments/ questions/ reminders that come to mind after reading the prompt:

Step 2. Engage in Preliminary Thinking/ Brainstorming

Feel free to brainstorm/ freewrite to unpack the prompt details on your own:

Step 3. Reframe the Prompt Language as a Question (if applicable)

Step 4. Answer the Question (This may lead you to your thesis, especially if you can develop three supporting points!)

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1. I will bring “brain science” into the composition classroom, beginning the semester with data-driven conversations about how we learn, what strategies are scientifically proven to work, and how to break away from barrier-building bad habits;

Step 5. Outline

I. Introduction

- a. Interesting Hook (How do you want to engage your reader?):
- b. Necessary Background Context:
- c. Thesis Statement (Main Idea + 3 supporting points):

My Three Main SET-Informed Goals...

1. I will bring “brain science” into the composition classroom, beginning the semester with data-driven conversations about how we learn, what strategies are scientifically proven to work, and how to break away from barrier-building bad habits;

c. Thesis Statement (Main Idea + 3 supporting points):

II. Body Paragraph 1 (Discusses first supporting point):

a. Topic Sentence:

b. Supporting Details (It is a common approach to offer three unique details, but you can mix and match, depending on your goal.):

My Three Main SET-Informed Goals...

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The Description Essay's Suggested Steps and Outline

Step 1. Assess the Writing Situation
Share any ideas/ comments/ questions/ reminders that come to mind after reading the prompt.

Step 2. Engage in Preliminary Thinking/ Brainstorming
Feel free to brainstorm/ rewrite to unpack the prompt details on your own.

Step 3. Reframe the Prompt Language as a Question (if applicable)

Step 4. Answer the Question (This may lead you to your thesis, especially if you can develop three supporting points)

Step 5. Outline

I. Introduction

- a. Interesting Hook (How do you want to engage your reader?):
- b. Necessary Background Context:
- c. Thesis Statement (Main Idea + 3 supporting points):

II. Body Paragraph 1 (Discusses first supporting point):

- a. Topic Sentence:
- b. Supporting Details (It is a common approach to offer three unique details, but you can mix and match, depending on your goal):
 - i.
 - ii.
 - iii.
- c. Transition Sentence:

III. Body Paragraph 2 (Discusses second supporting point):

- a. Topic Sentence:
- b. Supporting Details:
 - i.
 - ii.
 - iii.
- c. Transition Sentence:

IV. Body Paragraph 3 (Discusses third supporting point):

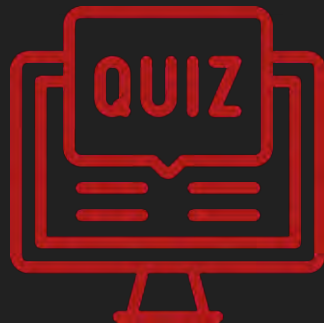
- a. Topic Sentence:
- b. Supporting Details:
 - i.
 - ii.
 - iii.
- c. Transition Sentence:

V. Conclusion:

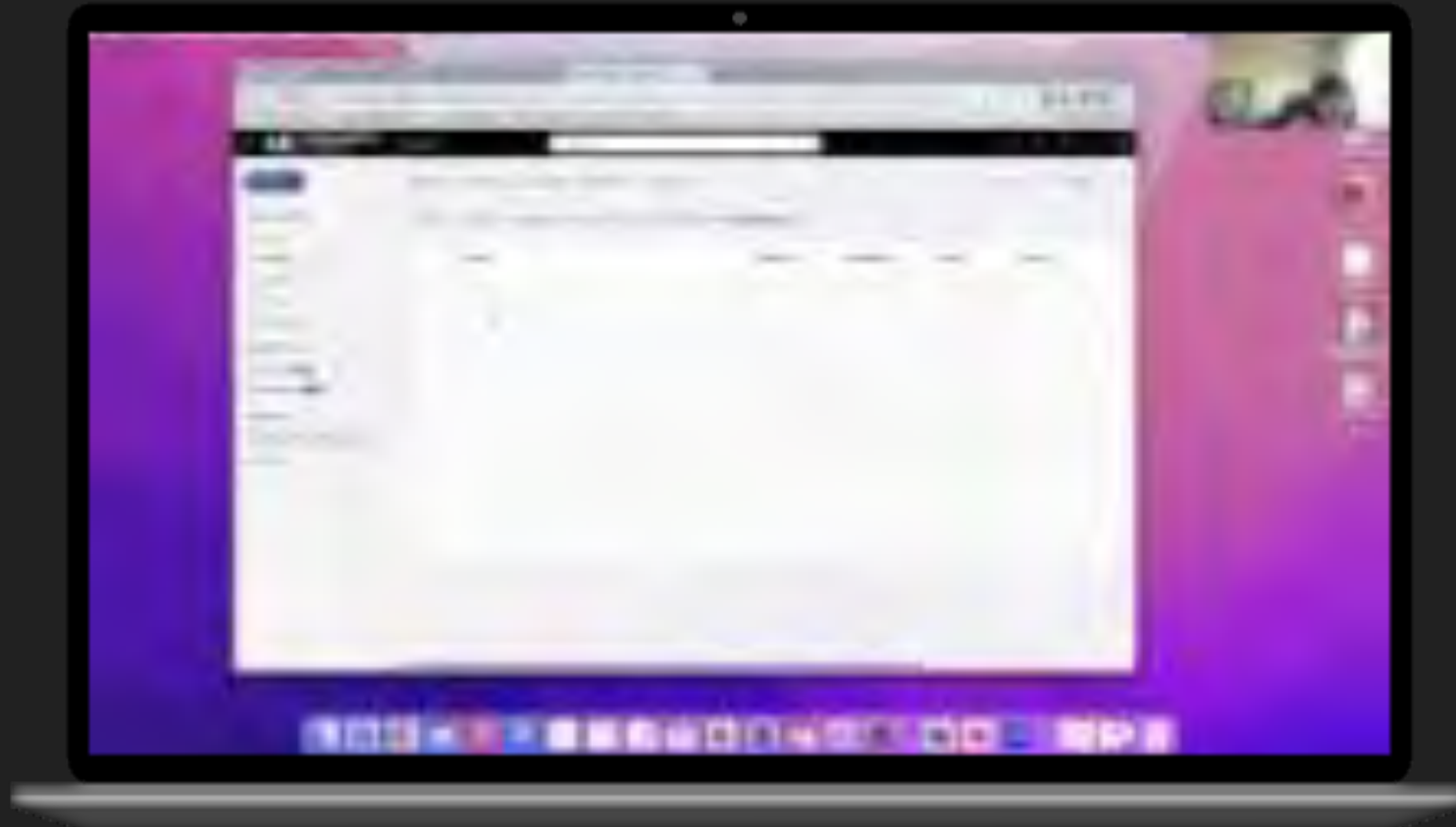
- a. Restate (do not rewrite) thesis in a unique and interesting way:
- b. Revisit all three supporting points (highlight the important elements):
- c. Wrap up the paper:

My Three Main SET-Informed Goals...

2. I also want to teach my students how to navigate virtual learning spaces, including OERs, so that they start to build the most rewarding online note-taking, reading, writing, and cloud-computing strategies;



My Three Main SET-Informed Goals...



My Three Main SET-**Informed** Goals...

-
-
3. Finally, I am invested in creating micro-learning opportunities for retrieval practice, an approach I think will grow my students' sense of community, collaborative spirit, enjoyment of learning, and long-term success.

RETRIEVAL REPLAY #9

Welcome to the ninth Retrieval Replay of the semester! The activities to follow are designed to help you unpack skills necessary to the Comparison and Contrast Essay but potentially challenging to demonstrate or even recall. Be sure to read the instructions carefully, seek support from a colleague when stumped, and check your work with Prof. Decker.

Using your collective brain power—as well as recent notes—address the following case studies centered on punctuation, paragraph ingredients, and source context!



Case Study #1: Omar is so close to mastering comma usage in his sentences, but he is still struggling with two comma rules: the comma needed after introductory phrasing AND the commas needed around interrupting phrasing. His classmate Kesley wrote a paragraph filled with introductory and interrupting scenarios so that Omar can continue to practice. He remains stumped, though. Can you help Omar punctuate Kelsey's paragraph correctly?

The turmoil of the holiday season brings with it the ever-challenging tradition of Christmas shopping for my family. As the air turns crisp and festive decorations adorn storefronts the quest for the "perfect" gifts begins. Armed with a list and a singular objective I precariously weave

struggling with two comma rules: the comma needed after introductory phrasing AND the commas needed around interrupting phrasing. His classmate Kesley wrote a paragraph filled with introductory and interrupting scenarios so that Omar can continue to practice. He remains stumped, though. Can you help Omar punctuate Kelsey's paragraph correctly?

The turmoil of the holiday season brings with it the ever-challenging tradition of Christmas shopping for my family. As the air turns crisp and festive decorations adorn storefronts the quest for the "perfect" gifts begins. Armed with a list and a singular objective I precariously weave through crowded malls and charming boutiques in search of treasures. For Jonathan my brother who is always mortified by political debates with family I will get him tickets for a movie. My mother having barely survived last year's holiday fiasco will appreciate wine and bubble bath. My dad when not sleeping in front of the TV will probably put a new BBQ kit to work. For most holiday shoppers every purchase is made with the anticipation of creating memorable moments and spreading holiday cheer. I on the other hand just want to help keep my family's sanity.

Share any notes/ reminders about this case study or the concepts within here:

Case Study #2: Paragraph ingredients have been a challenge for Forrest all semester. While he

Case Study #2: Paragraph ingredients have been a challenge for Forrest all semester. While he knows what he wants to write in his body paragraphs, and he can provide exceptional supporting details and commentary, he forgets the needs of his audience. Topic sentences are delightfully simple since they are intended solely to express the main idea of the body paragraph to follow. They do not need to be fancy or complex; they just need to express that main idea clearly. Can you guide Forrest through the series of body-paragraph relevant activities to follow?

1. One of Forrest's thesis statements for the semester is "Green tea is beneficial because it offers a holistic approach to health maintenance, prevents disease, and boosts metabolism." Unfortunately, when he wrote the body paragraphs, he confused the order of topics. Can you match the topic sentence with the appropriate body paragraph, according to the thesis?

| LETTER | TOPIC SENTENCES | BODY PARAGRAPHS |
|--------|--|---------------------|
| | Moreover, green tea is great for disease prevention. | a. Body Paragraph 1 |
| | One can maintain their health with green tea. | b. Body Paragraph 2 |
| | Lastly, green tea is a boost for the metabolism. | c. Body Paragraph 3 |

2. In another essay, Forrest wrote, "Children should have pets because pet ownership teaches children compassion, good habits, and responsibility." He was able to compose one topic sentence, but he struggled with the others. Help compose the missing topic sentences!

Topic Sentence #1: **(Click or tap here to enter text.)**

Topic Sentence #2: In addition, owning a pet gives children the opportunity to develop good habits.

Topic Sentence #2: In addition, owning a pet gives children the opportunity to develop good habits.

Topic Sentence #3: **(Click or tap here to enter text.)**

3. Another difficulty Forrest is navigating has to do with concluding (or closing) sentences. The purpose of the concluding sentence is two-fold: (1) to reiterate the main point developed by the body sentences and (2) to signal the reader that this is the end of the paragraph. Here's an example of one of Forrest's body paragraphs **without** a concluding sentence:

Released in 2009, James Cameron's Avatar set a new standard for computer-generated imagery (CGI) in filmmaking, pushing the boundaries of visual effects technology. The CGI in Avatar is nothing short of groundbreaking, seamlessly blending live-action performances with computer-generated environments and characters. The lush and vibrant world of Pandora, with its bioluminescent flora and unique creatures, is a testament to the meticulous attention to detail and artistry of the CGI team. The Na'vi, the film's indigenous humanoid species, appear remarkably lifelike, with facial expressions and body movements that convey a level of realism rarely seen in CGI characters. The film's use of 3D technology further enhances the immersive experience, allowing audiences to feel fully immersed in alien landscapes. The CGI in Avatar not only serves the narrative but elevates as well. _____.

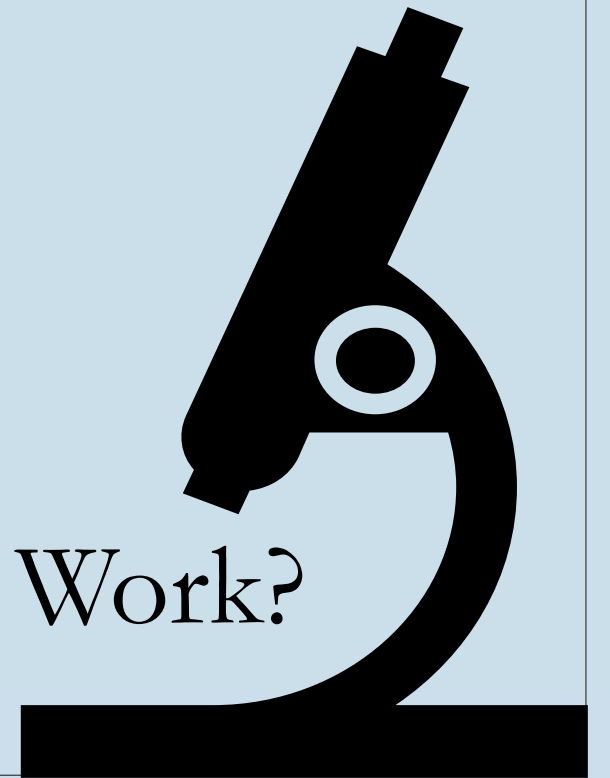
**Of the concluding sentences provided below, which is the most fitting for this paragraph?
Highlight your choice.**

Concluding Sentence #1: There is nothing quite like the music in *Avatar*!

Concluding Sentence #2: A cinematic treat for all ages, *Avatar* is sure to enchant a large demographic.

Concluding Sentence #3: Creating a visually stunning and memorable cinematic experience, the CGI in

So, did my ENGL 101+ Experiments Work?





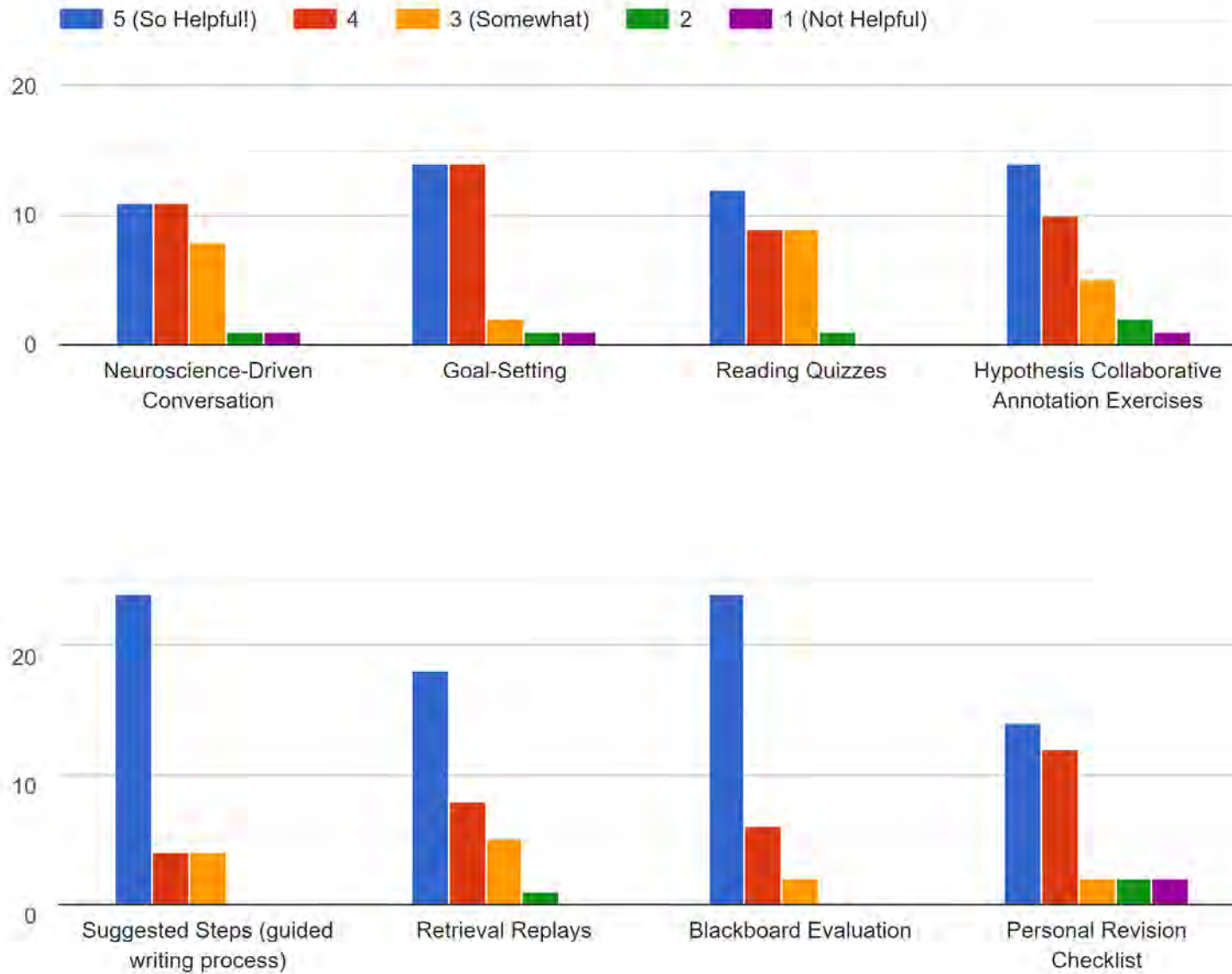
End-of-the-Semester Survey

Please do not be overwhelmed by the robustness of this survey, 101+ team! As you may recall, at the start of the semester, I explained I would be experimenting with my usual Introduction to College Writing Curriculum, a decision informed by my time with the Scholarship of Excellence in Teaching Fellowship at MC. Data collection is a critical part of assessing whether my various experiments worked, so I invite you to be honest about your learning experience this semester. The prompts to follow will jog your memory, encourage feedback, and ultimately inform how I enhance my teaching strategies in the future. *Thank you for your time!*

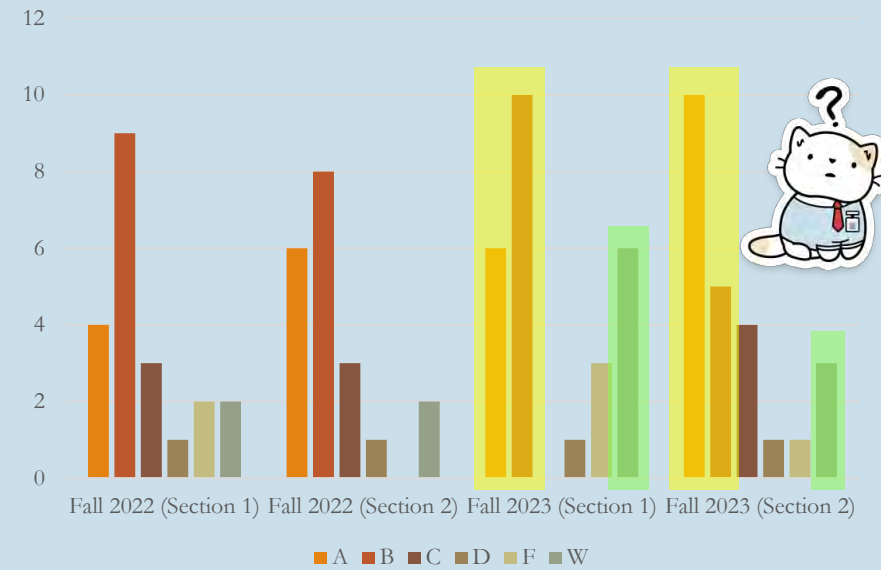
| | |
|--|-------------------------------------|
| Neuroscience-Driven Conversation | Suggested Steps Documents |
| Goal-Setting | Retrieval Replays |
| Reading Quizzes | Blackboard Evaluation |
| Hypothesis Collaborative Annotation Exercises | Personal Revision Checklists |

<https://forms.gle/dd7jKD5PVMzJ99dK9>

Please rate the following strategies according to their helpfulness to you as a learner.



Grades in Decker's Fall 2022 - Fall 2023 101's



Other Notable Outcomes:

- Greater Class Camaraderie
- More Meaningful Connections with Students
- Awarded More A's and B's
- More W's than D's or F's
- Fewer DFW's Overall



TextBlaze



padlet



Blackboard LEARN

Label (describes the snippet)

Shortcut (typed to insert)

B I U Default Norm

Currently, your paper is not in MLA style. Please watch the video tutorial in Course Content for extra formatting guidance. You can also access the video <https://youtu.be/fa35Ggqjr-s>

ENGL 101+ Accomplishments (11:30 AM)

Higher Learning (Share your most meaningful learning experience of the semester in ENGL 101+)

Parallel Structure

I felt, as soon as we learned parallel structure, many doors were opened for me. My thesis statements were stronger, my clarity improved—I just felt more confident thanks to this single grammatical concept. Since that almost always relevant when I compose a thesis statement, too, every time I start writing a new paper, I begin on a more confident note than I have in the past.

Recursive writing process

The recursive writing process has opened many doors for me as a growing writer. My essays have improved because of the recursive process and have become more organized and clear to my readers. (11/24)

Capitalization and Citation Models

As a student, I struggled on MLA citations or capitalizing titles in books, or short books. I successfully learned to make work clear page, and capitalizes all my sentences correctly. Thanks to the learning of all retrieval replies. (1/24)

comma slices

When the semester began, I used to have a lot of comma splices in every sentence of my essay. I learned comma splices in this class made my grammar improve a lot through the semester in my essay.

In text citations:

I feel that this subject or topic was a huge one for me, I did not know as long ago now that was doing this wrong. I did not know that we should not put a period right after a phrase that we quoted, but rather put it in the quote itself as the sentence could end. A mistake that I have been doing since maybe the start of High School, or probably even since Middle School. I have not been told what was wrong with my essay. Especially when looking at my past

Commas + Brayden Abella

I feel that the most important lesson I learned in ENGL 101+ was the use of commas. In the past I was very bad at comma applications, but I, as I reviewed my essays for the portfolio final, I think that I have improved greatly.

Citation

Since when citing new information, it was a struggle for me. When we went over the concept of citation, I was so lost and confused due to

Suggested Steps.

Discovering the Suggested Steps was one of the best things that happened to me. I not writing essays, but starting one to the

Rubric Detail

Select Grid View or List View to change the rubric's layout. [More Help](#)

Name: **Division or Analysis** 202420 - ENGL-101-22959 Journals Personal Revision Checklist: Yelitza Munoz

Description: **Founded upon the Writing, this rubric is design**

Personal Revision Checklist

If a Blog or Journal can be graded, a grade assigned to an individual member is applied only to that individual. [More Help](#)

Journal Instructions

This journal space is private. Only you and I can access what you share here. Once you receive graded feedback on a final paper, I would like you to make it a habit to reflect on what you are learning about your successes, struggles, and everything in between. This is a safe space for you to post the ideas/ concepts/ rules/ reminders that are pertinent to you as you continue your academic journey in ENGL 101+. Generally, you can treat this journal as an informal space to list reminders, like this:

- Prof. Decker's Personal Revision Checklist Example
- 1. Watch out for question marks, dude! You keep forgetting them!
- 2. Try to enhance transitions between body paragraphs.
- 3. Stop using "to conclude" or "in conclusion" at the end of your paper.
- 4. Remember "you" /your" are like Prof. Decker pretending to be an awkward crab pointing at the audience.

Alternatively, if you want to craft a more robust journal entry, you could copy and paste this table and follow the prompts:

| Concept/Reminder | Explanation | Plans for Next Time |
|------------------|---|---|
| ex. you/ your | Remember, I should be more specific than second-person pronouns, like "you" and "your." These pronouns are often too informal and point a finger at the reader. | I will use a more specific noun next time. Sometimes, third-person pronouns, like "they" or "it," function as appropriate alternatives. Oh, I can use ctrl + f to find "you" or "your" in my writing, too. If I find them, I just need to replace them! |
| | | |
| | | |
| | | |
| | | |

Journal Details

Yelitza Munoz (4)

GRADE 10/23 9:35 PM **20.00** /20

INDEX

- November 2023 (2)
 - Yelitza's Personal Revision Checklist
 - Yelitza's Personal Revision Checklist
- October 2023 (2)

Hook

| | | |
|---------------|---------------|---------------|
| 5 (3.333333%) | 2 (6.666666%) | 1 (3.333333%) |
|---------------|---------------|---------------|

Tips and Discoveries

Thanks for Listening!

