

Comments and Resources shared in the Chat English Faculty Professional Development 2-28-25

Presenter Casey Reid shared the following in the chat:

The No. 1 reason students have thought about leaving school is due to financial challenges (30 percent), followed by motivation or life changes (24 percent) and mental health challenges (18 percent).

This is on-par with national data from Gallup and the Lumina Foundation, which identified emotional stress (54 percent), mental health reasons (43 percent) and the cost of a degree (31 percent) as the top factors in students having considered leaving their programs.

(<https://www.insidehighered.com/news/student-success/health-wellness/2024/04/18/why-college-students-drop-out-school-and-what-can>)

(<https://files.eric.ed.gov/fulltext/EJ1269614.pdf>) - see the 4th page down, page 22 (Peter Adams article)

Presenter Kathy McCoskey asked the group, “***What ways do you infuse awareness of resources into your classes?***” Answers included:

- Tours to Student Success and Writing Center
- Have a writing center tutor/consultant come into class--not just to announce services but to help with an activity (peer review, prewriting groups, research day)--
- in-class visits from counselor, TRIO, writing lab and also making visits to those places as well.
- I teach online exclusively. I hyperlink resources within the feedback on essays because students tend to read that information more consistently and thoroughly.
- First-week tours
- I have a Resources module in Canvas
- Bring in guest speakers from writing center and other resources
- I ask for students to share in discussion what they learned from the syllabus and what they most liked
- Syllabus, Announcements
- in the syllabus, in announcements, in class discussion
- syllabus sections on resources
- Imbedded tutor in class once a week
- Bring in tutors; library workshops with librarians
- I do a walking tour with freshmen at the beginning of semester.
- Tutor visits the classroom. Sometimes I take them to the library.
- She helps during writing days to look over proofing and editing and bouncing off more ideas about writing content.

- For on-campus classes, I take them to the library and introduce them to the librarians and writing tutors, followed by a scavenger hunt of the library's resources.
- Director of tutoring makes a presentation in classes.
- SSC, Trio, and librarian visits the class
- We go on a "field trip" to the Campus Closet
- Comp I and Comp II students have trips to the library to meet with the librarian and discuss resources. Also integrated into at least one major writing assignment each class.
- We've practiced descriptive writing about the campus pantry

Casey Reid provided additional resources to supplement the above discussion:

<https://read.dukeupress.edu/pedagogy/article-abstract/24/1/21/385082/Affective-Habit-Ecologies-of-Writing-and-Trauma?redirectedFrom=fulltext>

<https://read.dukeupress.edu/pedagogy/article-abstract/23/2/275/355266/Corequisite-English-and-Community-CollegeModeling?redirectedFrom=fulltext>

Part 4 of this book about teaching corequisites is pertinent to our conversation today:

<https://upcolorado.com/utah-state-university-press/item/6495-teaching-accelerated-and-corequisite-composition>

Consider looking at Nicole Sieben's writing hope for ideas that develop hope and literacy.

Article on Humanizing Online Classrooms:

<https://www.insidehighered.com/advice/2021/03/24/advice-humanizing-classrooms-and-practicing-antiracist-pedagogy-opinion>