

## Transitional English Resource Packet

**Prologue:** Dear Colleague, much of what you find here will not be new, so this is not an attempt to instruct our many seasoned, creative secondary colleagues on what to do in their classrooms. Rather, it's an attempt to make sure the goals and language of Transitional English in your classroom match those at Parkland College. Towards the goal of good communication, I offer these design tips and appendices.

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# Transitional English in Partnership with Parkland College

## Overview

Transitional English is a course developed through a partnership between a local school district and Parkland College; managed and taught by district faculty and staff; open to qualifying district students their senior year; evaluated and assessed by both the district and College through shared student achievement data; and enhanced by ongoing communication and professional development shared by the district and College.

Students who complete transitional English with a “C” or higher earn guaranteed placement into college-level English at Parkland College (and all other state community colleges and participating universities if the course is approved by the State Portability Board) **regardless of ACT/SAT or other placement test scores**; however, students do not receive a Parkland grade or credit or transcript; the participating district/high school solely issues and maintains the student’s grade, credit, and transcript.

## Description

Transitional English integrates active reading strategies, multiple-draft writing, comprehensive grammar/punctuation review, and metacognitive and essential skill building. Approved courses shall have demonstrated they meet the parameters and competencies outlined in the Illinois State Wide Transitional English Course Document with special emphasis on the following:

- The inclusion of direct reading instruction such as (but not limited to) pre-reading and active reading strategies, summary of texts (including text books) that identify author intent and main ideas; evaluation of quality and reliability of texts; recognition of tone, purpose, and structure; ongoing vocabulary development.
- Pedagogy and related college-ready text selections that are organized around themes, critical issues, or concepts that direct students to focus on larger ideas that foster critical thinking and analysis—with a special emphasis on non-fiction that reflects student choice, interests, and career and life goals.
- Commitment to the integration of the reading of a variety of texts and the writing of multiple-draft essays.
- Commitment to the full writing process, multiple drafts, and formative evaluation.
- At least three, formalized essays of no less than 1,000 words in length.

- Appropriate integration of text-to-text, text-to-self, and text-to-world connections.
- Contextualized, comprehensive grammar and punctuation feedback and instruction.
- Fostering of metacognitive skills that allow students to reflect on how their perspectives on both topic and the writing process have grown.
- Essential skills building that relates to college, employment, and personal success including (but not limited to): goal setting, time management, persistence, problem solving, appreciating multiple perspectives, and solving conflicts.
- Course activities and assignments will align with the Illinois Learning Standards while also meeting the Transitional English course descriptors outlined herein.

## Assessment

Grading and assessment are structured such that receiving a “C” or better indicates the competencies for the course were met and the student is considered ready for college-level English courses and college-level reading expectations. In addition, approved courses shall have demonstrated:

- No less than 60% of the course grade is based on formally graded writing assignments.
- The inclusion of at least three formally graded, multiple-draft essays of no less than 1,000 words each.
- No single assessment or assignment amounts to more than 50% of the grade.
- Assessments include a variety of diagnostic, formative, and summative evaluations.
- Assessments reflect commitment to multiple drafts and the full writing process.
- Summative assessments value a student’s demonstrated progress.

Final Draft Assessment:

Final draft essays that pass with a “C” or higher shall exhibit the following:

- Tone, structure, and content appropriate for the audience and purpose.
- Appropriate introduction-body-conclusion essay structure.
- A recognizable thesis statement and/or unifying controlling idea.
- Paragraphs that focus on one main idea introduced through topic sentences.
- Smooth integration and documentation of appropriate outside sources.

- Development of ideas through reasoning, figurative language, personal experiences, textual connections, and so forth, as appropriate.
- Interaction with multiple perspectives.
- Sentences that promote readability through grammar/punctuation choices.
- Word choice—including verb usage—that promotes readability.
- Transitions that unify the essay.
- Appropriate, compelling conclusions.
- Adherence to MLA formatting including proper headers, spacing, and source documentation.
- A minimum of 1,000 words.

## Student Eligibility

Transitional English is not an *easy* course, so choosing students who can benefit from it is crucial to student success. Transitional English classes best suit students whose previous performances and test scores indicate that they have the ability to do a pre-college English course—but perhaps have yet to live up to their potential and who demonstrate a desire to take advantage of the opportunity offered. Districts shall set parameters for determining eligibility that include (but may not be limited to) appropriate test score ranges and/or faculty and staff recommendations, student/parent interest in the course, and so forth. Districts shall submit their eligibility plan in writing to the Parkland College and the Local Advisory Panel for feedback and approval.

Design Tip One: Create projects that blend students’ personal experiences, observations, and reasoning with a few well-chosen connections to texts studied in class.

The heart of your Transitional English course should be a minimum of three thesis-driven, process-focused 1,000 word formally graded essays.

Remember, the goal of transitional English is to prepare students to succeed in English 101. Typically, English 101 instructors do not assign pure research papers or lit papers, so—while important staples of the high school experience—these aren’t the best choices for TE.

For example, asking students to research and write a formal paper arguing for a particular view on climate change or having students read Toni Morrison’s *The Bluest Eye* and then discuss symbolism in the novel—would not mimic most 101 assignments students will encounter.

Most 101 assignments ask students to rely on their own experiences, observations, and reasoning—while perhaps bringing in three or so connections to sources previously read and discussed in class.

For example, currently, my English 101 students are writing about “Parasocial Relationships”—one-sided relationships with media influencers.

We read and discussed five or six articles and watched three or four videos in preparation for writing the paper.

After about two weeks of the readings and discussions, the formal paper prompt asked them to blend their own experiences *with a minimum of three quotes from the materials we discussed in class*. I cautioned them that this is **not a research paper** (implored them to **not** go grab a bunch of internet blab on the subject). Below is one of the three options I gave for this paper on the formal paper prompt, and it illustrates the sort of blend of personal experience and outside material called for in most English 101 papers:

**Option Two: Explore YOUR OWN relationship with a particular influencer.**

Again, you are working for an online publication, and your editor wants you to write a personal column where you self-reveal how your relationship with a YouTube influencer has evolved through studying parasocial relationships. For this paper, describe who your favorite influencer is—including their niche and what attracts YOU to their channel; explore and illustrate HOW your favorite influencer uses parasocial interactions to foster parasocial relationships; explore your own feelings and thoughts about this YouTuber—do you feel your relationship is appropriate and healthy now that you rethink it? Conclude by considering how your relationship with this influencer (and perhaps in influencers in general) may change as a result of your new understanding. This paper is not a direct advice column, as it is in option one. Instead this is SELF-REVEALING writing that others benefit from listening in on. Again, you are writing for yourself, BUT ALSO for an online audience who may need you to define certain terms or offer

illustrative examples. You are also **still required to quote three different sources** from the material we've studied in support or illustration of the points you are making. But, mainly, rely on your own experiences and insights.

\*\*\*\*\* End of excerpt.

I will attach the entire paper prompt in the appendix of this resource packet.

Here are two other English 101 paper prompts that illustrate the blend of personal and outside support students we expect students to produce in English 101:

Excerpt From Dr. Lori Williams, Parkland College, paper on "Consumerism."

### **Paper #2**

How do you deal with consumerism? Voluntary simplicity is one response to consumerism, but there are many other possibilities—including three levels of voluntary simplicity itself. Some embrace consumerism in sayings such as "he who dies with the most toys wins." Others agree with Suze Orman, who says "People first, then money, then things." What do you believe about the things you buy, own, or want to own? What do your possessions reveal about your beliefs? How do your beliefs about consumption fit into American culture?

**Write a well-constructed essay in which you articulate and argue for your creed with regard to consumerism.** State your creed or belief in your thesis and argue for it throughout the paper. Give evidence for your beliefs by describing your own buying (or non-buying) habits and the possessions you (or your family) own. Be specific. Explain why you feel as you do about consumerism and what led you to feel as you do. Compare your creed to the ideas in the Etzioni article, introducing it properly and including at least one quotation from it. Consider how your creed would be regarded by others in American society, and address Americans who might disagree with your creed as part of your audience of educated adults.

Length: 4-6 pages typed

Peer Editing Draft Due: 10/5

Finished Paper Due: 10/7

The third illustrative excerpt from a 101 paper comes from Dr. Umeeta Sadarangani's "Writing as a Citizen of a Community" Paper, Parkland College:

For this assignment, you will write as a citizen of a community to which you belong or to which you have recently belonged. Your purpose will be to draw attention to a problem affecting that community and to argue that the problem should be addressed. The community could be your town, your high school, your place of worship, your library, this campus. Or it could be a group with which you identify: student athletes at Parkland, LGBT teenagers, African-American parents. The possibilities are many.

In your essay, *describe* the problem and *explain why* it is a problem that needs to be corrected. Who is affected by it? What will happen if it is not corrected?

We will brainstorm topics in class.

### **Supporting your Main Ideas:**

Choose a topic with which you have experience, and provide specific reasons and examples to support your ideas. Your examples should come primarily from your experiences and the experiences of people you know. The only outside research you may do for this paper is by speaking with people in the community, looking at publications of the organization/community to which you belong, and reading editorials and letters to the editor that address the problem.

So, as you design your minimum of three papers, think about choosing topics YOUR students will value (perhaps some even based on their professional or culturally local interests) that require some background reading, viewing, and discussion, but, in the end primarily allow students to explore their own experiences, observations, and reasoning—with a few well-chosen connections back to the texts.

Our pre-college writing course is called English 099. Here is an excerpt from a sample English 099 paper prompt I created because the topic allowed for this blend of reading, viewing, discussing, but also reliance on personal experience, observations, and reasoning. Again, building up to the assignments, students read articles and watched videos that explored the effects clothing may have on human cognition:

### PAPER CHOICE ONE: EXPLAIN THE POWER OF CLOTHING

Question and Audience:

You are now an expert in clothing and the power it may have on how people think, feel, act, and how others may view individuals. An online magazine is going to pay you a dollar a word for a 1,000-1,200 word article, complete with pictures, that would explain to an audience of community college students [just like the one you are in] to what extent clothing has power and then to offer some sort of concluding advice about clothing, based on what you have say. **In short, the writing task you have is to describe the power of clothing and to offer some sort of summary thought about this power that your audience would find meaningful.**

Specifications:

Your paper must be 1,000 – 1,200 words; don't go over or under! I may refuse to read a paper that does not fit the word count! Your paper may include personal examples and observations, but it must also incorporate **at least two quotes** from the journal materials that we have studied. Your introduction should capture interest and clearly develop your thesis. Your body paragraphs should follow the PIES model, you should represent opposing views at some point in the paper, and you should have a conclusion that gives a strong final thought.

\*\*\*\*\* End of excerpt

So, to reiterate: Design Tip One: Design papers that allow students to rely on their experiences while bringing in well-chosen touches to course materials.

## Design Tip Number Two: Practice paragraphing.

As mentioned, it's a good idea to have your TE students read articles and watch videos as they build toward writing the main paper.

As part of their responses to articles and videos, it's a good idea to have students practice paragraphing, and a good system to help them practice is PIES.

**P**oint. **I**nsert. **E**xplain. **S**ummarize.

In my English 099 courses, I have students respond to a reading set by creating what I call a "journal" (a handout and video explaining response journals is located in the appendix).

One portion of the response journal is to write one good PIES paragraph where students respond by making a clear **POINT**. By **INSERTING** a supportive quote or detail from the reading. By further **EXPLAINING** through making a personal connection, a simile, a text-to-text connection, and so forth. And, finally, by **SUMMARIZING** back to the main point.

Here are two videos where I explain PIES and offer some example paragraphs:

PIES relating to my "Clothing" paper: <https://www.youtube.com/watch?v=9iyrmLf2ZWc>

PIES relating to my "Parasocial Relationships" paper: <https://parkland.techsmithrelay.com/u24F>

Having students respond to readings by practicing paragraphs helps prepare them for the formal paper while giving them feedback on writing focused, detailed paragraphs.



Design Tip Three: Teach the process.

Per the “Transitional English Overview” any approved TE course must demonstrate “Commitment to the full writing process, multiple drafts, and formative evaluation.” So, it’s important to build in space for less formal responses to articles and videos, planning, drafting, feedback, revision, final polishing, and then the completed draft.

Here is a sample calendar for one of my English 099 units. Notice how the unit includes build-up assignments through the journal responses to readings/videos, planning, drafting, feedback on a full rough draft through conferencing, revision, and the final draft. I will color the relevant parts in yellow.

<p><b>Date:</b> Feb 25  <b>Topic:</b> Introduction of New Paper  <b>HW Collected:</b>            ✓ Final Draft of NFL Paper  <b>HW Assigned:</b>            ○ Journal One of Paper 2 due Friday            ○ LPS Verb Tense</p>	<p><b>Date:</b> Feb 27  <b>Topic:</b> Grammar So Far  <b>HW Collected:</b>            ✓ None  <b>HW Assigned:</b>            ○ Journal One of Paper 2 due Friday</p>	<p><b>Date:</b> March 1  <b>Topic:</b> Journal One; Journal Two Preview  <b>HW Collected:</b>            ✓ Journal One Due            ✓ LPS Verb Tense by Midnight  <b>HW Assigned:</b>            ○ Journal Two due Wednesday, March 6</p>
<p><b>Date:</b> March 4  <b>Topic:</b> Papers Back.  <b>HW Collected:</b>            ✓ None  <b>HW Assigned:</b>            ○ Corrections of NFL Papers            ○ Paper Reflection Sheet            ○ Journal 2 due Wednesday            ○ LPS Coordination and Subordination Friday, Midnight</p>	<p><b>Date:</b> March 6  <b>Topic:</b> Journal Two  <b>HW Collected:</b>            ✓ Journal 2 Due            ✓ Grammar Corrections for NFL Paper  <b>HW Assigned:</b>            ○ Journal Three Due Friday</p>	<p><b>Date:</b> March 8  <b>Topic:</b> Journal Three  <b>HW Collected:</b>            ✓ Journal Three Due Today            ✓ LPS By Midnight  <b>HW Assigned:</b>            ○ PAPER PLANNING SHEET</p>

<p><b>Date:</b> March 11  <b>Topic:</b> Going from PROMPT TO PAPER.  <b>HW Collected:</b>  <input checked="" type="checkbox"/> Paper Planning Sheet  <b>HW Assigned:</b>  <input type="checkbox"/> LPS  <input type="checkbox"/> First Three Paragraphs</p>	<p><b>Date:</b> March 13  <b>Topic:</b> How to use a Picture  <b>HW Collected:</b>  <input checked="" type="checkbox"/> First Three Paragraphs  <b>HW Assigned:</b>  <input type="checkbox"/> None</p>	<p><b>Date:</b> March 15  <b>Topic:</b> Effective Introductions And Writing Day  <b>HW Collected:</b>  <input checked="" type="checkbox"/> None  <input checked="" type="checkbox"/> LPS by Midnight  <b>HW Assigned:</b>  <input type="checkbox"/> Continue working on Draft</p>
18 SPRING BREAK	20 SPRING BREAK	22 SPRING BREAK
<p><b>Date:</b> March 25  <b>Topic:</b> Example Paper and transitions  <b>HW Collected:</b>  <input checked="" type="checkbox"/> None  <b>HW Assigned:</b>  <input type="checkbox"/> Completed draft due at Conferences.  <input type="checkbox"/> LPS</p>	<p><b>Date:</b> March 27  <b>Topic:</b> Conferences  Come to your chosen conference time. The classroom is also open if you wish to work their during class time. I will be available to answer questions the last ten minutes of class.</p>	<p><b>Date:</b> March 29  <b>Topic:</b> Conferences.  Come to your chosen conference time. The classroom is also open if you wish to work their during class time. I will be available to answer questions the last ten minutes of class.  LPS BY MIDNIGHT!  <b>HW Assigned:</b>  <input type="checkbox"/> Final Paper Due Monday, April 1</p>

Similarly, build process into your TE course that includes formative feedback—especially feedback on a complete rough draft. **Obviously providing process and feedback requires manageable course numbers. Our secondary partners have suggested to us that enrollment be limited to 15 students.**

Design Tip Four: Incorporate multiple perspectives.

We all hope our students will consider and respectfully respond to opinions that are different than their own. English 101 instructors are delighted when students come *into* English 101 already valuing multiple perspectives.

Nearly every paper I and some other instructors assign requires at least one counterargument paragraph. Here's how I explain counterarguments to my English 099 students during my unit where we discuss American Football in the NFL:

## Counterarguments:

You will also need to add a counterargument paragraph to your paper. Have you ever seen this picture? What do YOU see? Now flip it upside down. See anything different? The same can be true of issues like the NFL. You may have a pretty set opinion, but if you take the time to look at it from the perspective of someone who disagrees with you, you might see something completely differently.



Some may look at football and see: But, others look at football and see



The counterargument will probably be the easiest paragraph you write for this paper because I am going to give you a general pattern you are welcomed to use: **[Do not actually put “[Part one]” in your paper. Those are there just to show you that there are three parts to the counterargument paragraph].**

**[Part one]** Now, some may say.....[insert an argument someone might make against your position.] **[Part two]** I agree that.....[Agree with anything you can agree with in their argument]. But,

.....[say why you still believe your position is best. **[Part three]** Sometimes it helps to include a simile or connection or piece of information to strengthen why you still disagree with their position]

Here's how a counterargument paragraph might look in my paper:

Now, some may say, "But, these big injuries don't happen to everyone." I agree that there are people who have played the game briefly and like me have no lasting effects except great memories. In fact, some former players like Deon Sanders seem to be thriving in their post-NFL lives. But, at this time more and more people are coming out to say they have problems because they played football. For example, the recent NFL concussions lawsuit was filed by 4,500 former players. That's more people than most towns around where I live. So, it doesn't sound like the Favre's and the Seau's who have suffered mentally are exceptions. Maybe guys who played and escaped with no damage are really the exceptions.

### Design Tip Five: Include comprehensive AND contextualized grammar instruction.

It's not uncommon for us to see students qualifying for English 101 who still struggle with sentence boundaries, verbs, and other readability issues. So, one requirement for approved Transitional English courses (and our own English 099 courses) is a comprehensive grammar review.

Here is how I provide both in my English 099 courses:

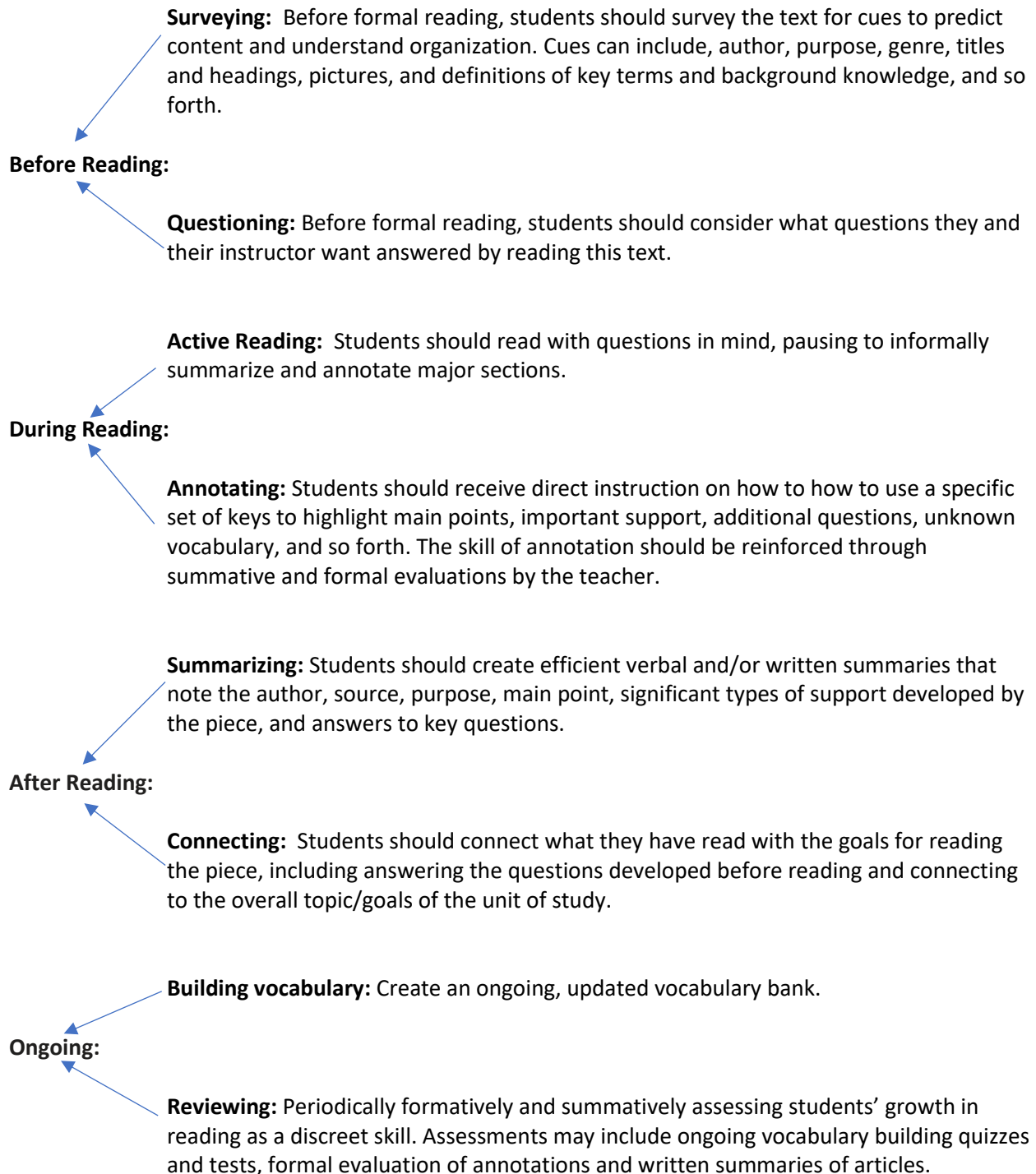
- (1) I use the computer-adaptive learning product called Launch Pad Solo (LPS) to provide overall review of important grammar issues each week throughout the semester. Each week begins with a new grammar discussion—for example, saym run-on sentences. Launch Pad Solo provides background knowledge and some general computerized, somewhat gamified multiple choice exercises on that week's topic.
- (2) In the meantime, I also provide short daily practice on the same topic using sentences taken from students' writing or at least written by me on the topic they are currently studying.
- (3) Some weeks, I may even take a day for some special direct grammar instruction on an issue I notice the class struggling with overall.
- (4) I also provide further contextualize grammar instruction THROUGH my feedback on PIES paragraphs and rough drafts where I point out specific issues the writer struggles with, and I require students make specific grammar corrections to errors I find on their final drafts through a simple system explained in a handout in the appendix of this paper.

In summary, Launch Pad Solo ensures a broad review of grammar and punctuation—one my students tell me they appreciate. But, daily opening practices (akin to "Daily Oral Language" prompts we all learned in our teacher prep), some strategically chosen days devoted to particular issues, consistent feedback on PIES paragraphs and rough drafts, and mandatory corrections of any errors I find on final drafts provide more contextualized practice.

I require students keep a grammar/punctuation journal, and I allow students to use this journal, open-book when they take short, summative quizzes and the final exam at the end of the semester.

Design Tip Six: Include direct reading instruction.

Transitional English takes the place of both our pre-college writing **and** reading courses, and so you should include direct reading. Here are main areas we ask partnering schools to demonstrate the inclusion of direct reading instruction in their Transitional English courses:



### Design Tip Seven: Teach “Soft Skills”!

Currently, the State will only allow for Transitional English to be taught over the course of an entire year. And, the three papers typically required in English 099 would not provide enough to fill in a year-long secondary calendar.

Transitional English requires teaching what some call “soft skills” and others call “First-Year Experience” skills (FYE) such as goal setting, time management, teamwork, communicating with teachers, tolerance for differences, work ethic, managing stress, and so forth.

One way to include FYE skills **and** to fill in the calendar might be to have once a week, stand-alone FYE lessons where student reflect on how they are doing in these particular areas. These reflections might build into a final paper where students reflect on their growth *as students* throughout the year.

Design Tip Eight: Assess papers using the Transitional English Requirements (See Rubric)

The Transitional English Overview asks you to assess final drafts for the following:

- Tone, structure, and content appropriate for the audience and purpose.
- Appropriate introduction-body-conclusion essay structure.
- A recognizable thesis statement and/or unifying controlling idea.
- Paragraphs that focus on one main idea introduced through topic sentences.
- Smooth integration and documentation of appropriate outside sources.
- Development of ideas through reasoning, figurative language, personal experiences, textual connections, and so forth, as appropriate.
- Interaction with multiple perspectives.
- Sentences that promote readability through grammar/punctuation choices.
- Word choice—including verb usage—that promotes readability.
- Transitions that unify the essay.
- Appropriate, compelling introduction and conclusion.
- Adherence to MLA formatting including proper headers, spacing, and source documentation.
- A minimum of 1,000 words.

One possible rubric that would cover these might be as follows:

**Overall Effect:**

*Describe the purpose of the paper. This section is that wholistic “gut” feeling for how well the paper fulfills the purpose.*

/10 Pts

**Introduction:**

A compelling introduction appropriate for audience and purpose:

/5 pts



**Thesis/Controlling Idea:**

Clear, appropriate thesis statement or controlling idea that effectively unifies the paper.

/15 pts

**Body Paragraphs:**

Paragraphs that focus on one main idea introduced through topic sentences.

/10 pts

Smooth integration and documentation of appropriate outside sources.

Development of ideas through reasoning, figurative language, personal experiences, textual connections, and so forth, as appropriate.

/30 pts

Interaction with multiple perspectives.

5/pts

**Readability:**

Sentences that promote readability through grammar/punctuation choices.

Word choice—including verb usage—that promotes readability.

Transitions that unify the essay.

Adherence to MLA formatting including proper headers, spacing, and source documentation.

A minimum of 1,000 words.

/20 pts

**Conclusion:**

A compelling conclusion that reinforces the main idea in an interesting, appropriate way.

/5 pts

## Appendix A Full Paper Prompt for “Parasocial Relationships Paper”



Figure 1 My guy, Whaddo You Meme. Just learned his actual name today, Jon McCray. Picture from: <https://www.YouTube.com/watch?v=xbC19pRxMjw&app=desktop>

**Goal:** To write a 1,400 – 1,600 word essay explaining an aspect of parasocial relationships to a specific audience.

Choose ONE option from below for your paper project:

### **Option One: Write an advice column on how to navigate parasocial relationships:**

You are a writer for an online publication whose audience is people just like yourself (if you are an avid YouTube consumer, assume you are writing to other avid consumers; if you are a YouTube creator, assume you are writing to other creators; if you are an older, working parent who doesn't really follow YouTube, assume you are writing to other older, working parents who don't follow influencers much). The editor of your publication tells you, "Hey, we want you to write a piece about parasocial relationships focusing on YouTube influencers—in your piece define what they are, what might be good/attractive about them, what might be harmful, and then give advice to your readers on how to stay healthy when engaging in them." You are expected to quote and cite at least THREE of the sources from class, to provide illustrative examples in each paragraph, and, most of all, to help YOUR PARTICULAR AUDIENCE understand what you are trying to say. So, constantly think about their needs: What they do/don't need defined or explained, etc.

**For your FREEWRITE:** How do you define PARASOCIAL RELATIONSHIPS? Explore the good and bad. Think of your own experiences. Make connections to things we have read and watched in this unit. What is your advice on the mindset/actions one should take when approaching parasocial relationships?

### **Option Two: Explore YOUR OWN relationship with a particular influencer.**

Again, you are working for an online publication, and your editor wants you to write a personal column where you self-reveal how your own relationship with a YouTube influencer has evolved through studying parasocial relationships. For this paper, describe who your favorite influencer is—what is their *thing* and what attracts YOU to their channel; explore and illustrate HOW your favorite influencer uses parasocial interactions to foster parasocial relationships; explore your own feelings and thoughts about this YouTuber—do you feel your relationship is appropriate and healthy now that you rethink it? Conclude by considering how your relationship with this influencer (and perhaps in influencers in general) may change as a result of your new understanding. This paper is not a direct advice column, as it is in option one. Instead this is SELF-REVEALING writing that others benefit from listening in on. Again, you are writing for yourself, BUT ALSO for an online audience who may need you to define certain terms or offer illustrative examples. You are also still required to quote three different sources from the material we've studied. But, mainly, rely on your own experiences and insights.

**For your freewrite:** What influencer do you want to explore? How would you describe their thing? What do they do? What attracts you? What do they do to create parasocial relationships? How has your attitude evolved—and how will it be different moving forward?

**Option Three: Develop your own insight about parasocial interactions, influencers, and parasocial relationships.**

Again, in this option consider that you are writing for an online publication aimed at people like yourself. Your editor has asked you develop some insight into parasocial relationships that your audience may find interesting. Unlike option one, you are not trying to give advice to people; instead you are trying to help people see something they haven't noticed before. To make us say, "Ohhhh! I never thought of that before!"

For option three, you will find an interesting way to capture interest and clearly express your insight in paragraph one. You will illustrate your insight from different angles in the main body paragraphs. You will then explore perspectives that might be different from your own: What might someone say who disagrees with you? Is there any way your insight is NOT true? Is there another "truth" that balances your insight in an important way? Etc. Conclude by making it clear why your insight matters. Your paper must quote at least three of the sources we've looked at during our study and use your own experiences and observations. In this option, it will be important to develop a key word or phrase that you repeat throughout your piece to bring it all together.

**For the freewrite:** Try to think through different insights you have gained about parasocial relationships, yourself, our society, etc. If you had to pick on main insight, what would that be? How would you illustrate this insight for others? What connections can you make to things we have read and watched for this unit? Are there any weaknesses to your insight? Any competing truths? Is your insight true, but limited in some way?

### **Requirements NO MATTER WHAT OPTION YOU PICK:**

Read these carefully! I will hold you to them.

- ✓ Meet the word count—1,400-1,600 words. Go above or below and you will not get an “A” or “B” or you may not pass.
- ✓ Quote no less than three of the sources we looked at during our study of this issue.
- ✓ Do not use outside research without consulting me! **NONE OF THESE OPTIONS ARE RESEARCH PAPERS.** Do NOT go out and get a bunch of internet infoblab. Instead, rely on the sources we’ve read, your own experiences and observations. If you have an outside source you want to bring in, email me, and get my permission.
- ✓ Write to your audience. Consider what needs they have. For example, they may not know your influencer; so, you may have to give them important background information.
- ✓ Use MLA format to produce a formal essay.
- ✓ No works cited page required as long as you properly cite your quotes in-text
- ✓ Pay special attention to write paragraphs that focus on one main idea each. When you change ideas, change paragraphs.
- ✓ Pay attention to introducing quotes correctly.

### **FREWRITE:**

A freewrite, just like the name implies, allows you to just explore your thoughts without worries about grammar and punctuation. Each of the options above is followed with a FREEWRITE option where to help you start thinking through your paper.

The main goal of the freewrite is produce at least 800 -1,000 words (that’s how you will be graded, that you reach the word count).

If you get stuck, here are some thoughts to get you writing again:

- What are some good examples of what you are trying to say? (From your own life or from the videos and articles we watched).
- What’s a quote you remember from one of the articles that applies to what you are writing: Explain that quote.
- Ask yourself, what would someone who sees the world differently from me have to say?
- What are some good similes for parasocial relationships. Why are these similes good?
- What do you think the future holds for them?
- Why do I think they exist in the first place?

- Paste or draw a picture that explains what you mean. Explain the picture.

## Appendix “B” Sample of 099 Papers

**A note about these sample papers:** On February 8, 2020, we convened about 20 secondary English instructors from schools in Community College District 505.

We assessed three papers in order to determine if they indicated the writer was ready for English 101. Here are the three papers, preceded by comments. Each paper was an analysis of how clothing impacts human cognition—through an analysis of their own experience while incorporating well-chosen quotes from the course texts.

**Paper One, “LOW”:** The lack of focused main idea, clear paragraphing, development, and poor readability clearly indicate this writer is not ready to begin English 101:

Josh Ing

English 099

### Clothing Paper

Clothing means a lot of things to a lot of different people, really there are many ways one could look at the clothes with which one wears. Categorically, the essence of clothing is who we are or I should say the perception we see ourselves as. “Clothing is in the eye of the beholder” as the saying goes so I should say. And I am no exception. During many times I have admit I have warn clothes to so to speak suggest a certain essence of my personality upon others perception’s of me. Sometimes I think it has worked when I have been what some may term a “ladies man.” But, other times as the writers say “essentialism is dead” I have wear what had been termed female only clothing, but that has been strictly by choice. We all make choices, clothing is simply a choice it comes down to and certainly is relevant to the point that it really all depends on the person.

Encloded cognition per se is the power of clothing and it’s perfect perception upon others. I might wear a sweater and tie and people perceive, “Here goes a smart guy. But, I cannot control what they will thing. That’s the point, you can’t control what other people think, though you can control somewhat through the clothing you wear. “My clothing is my armor” (“How Women Feel about

Clothing" video YouTube). It makes her feel secure, but to me wearing black might not make me feel secure, so again you see it all coming back to personal feelings and the sense of those feelings. I might wear a ripped up jean jacket and you think, "There goes some fool" but to me or others it is what is deemed hot couture. You see it all the time in magazines.



15 APR 2005	Amsterdam, NL
	12.10-13.10

Another point I want to raise is that it is wrong to judge. Dressing up or down should be the persons choice, that is they should dress how they feel comfortable and be accepted. Pedro

Farquare in his article “How I Dressed Up and Down and What Happened” mentions that he couldn’t even get a bus ride on a day he wore just sweat pants and t-shirt. Now what kind of world is that? When he wore a tie the lady bus driver even let him own without his even paying. Something is wrong because that is the same person. I have felt the same pain when I went into a store I won’t name but it doesn’t exist anymore, I was followed by the manager because my friends and I were wearing sweats. People should realize how that makes others feel and not do it. You have a choice, but sometimes others seem to choose for you.

Others may say there are times you should dress for certain occasions and situations. Like if you are going to a funeral. I am sorry, but you have to show respect sometimes. You should not wear sweats around all the time because sometimes some situations don’t call for that. Though some people should realize not everyone can afford the nicest clothes. If you can’t afford some nice new clothes it might be that the sweat pants are all you can wear, but you should still show up. People should respect that.

Different colors can impact how we feel about ourselves. In her video Erika James says “I dress in black when I want to feel powerful.” The colors I choose to dress in definitely have an effect on me sometimes. Gray does make me feel like it’s a slobby, kind of sleep-in day. I am not saying it has the greatest effect on me but it definitely can make me feel chill. “Monotones like the gray scale can exude a sense of calm—deepening all the way to depression. The ‘depressed chic’ often makes use of varying shades of gray to adorn their moping, frowning models.” Red is my go to color. Some say it creates a sense of power or even aggression. How can that be? A color can’t make you act a certain way! Ridiculous! Though I do admit the color yellow does make me think of sunlight and happiness, through I can’t say I would wear it myself, this is what is so true about clothing.

A video “Social Experiment Goes Bad” shows an innocent little girl who dressed in rags one day being cast aside by societal indifference one moment, and then being drawn into the circle the next. When she wore rages; people at the restaurant would just try to ignore her as ask the waiter to remove her. Which they did and she proceeded then to cry. And really, that’s what it all comes down to: Not judging others. Never judge a book by its cover per se or a rose by its thorns.

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**Paper Number Two “Acceptable”:** Though we did see some readability issues, overall we thought this writer had good overall structure, compelling central idea, great details, acceptable paragraphing, and developed writing voice. We believe this student is ready to begin English 101, though we recognize she may need to pay special attention to readability:

Professor Rutledge



English 099-007

10 March 2109

### Super Women

My parents used to make me wear dresses ALL the time as a child and I hated them. All I ever wanted was to be put in jeans like all the other kids. Then one fateful day my parents drove by my school at recess with hopes of spotting me out of all the other kids playing. Oh, and they did upside down hanging on the monkey bars with my dress covering my face and my wonder women underwear for the world to see. In my defense I was only 6 or 7 and I had been begging for pants. The next day to my total satisfaction I had pants on for school! So, I decided to do something that I said I'd never do again—wear a DRESS!! Since I have no choice on what I wear at work I decided to do this on the weekend while I'm not working. Plus, I decided to do this on the weekend in case I needed to run home and change or go cry in the fetal position somewhere. I never wear dresses or skirts...EVER!!! Usually you will find me in my normal black leggings, sweatshirt, and Adidas. I have always felt that my everyday outfit gave me the mobility and comfort I needed to get through my long day. I'm a mother, grandma, student, and full-time employee I would never have thought about a dress making me feel empowered to get all I need to get done like my everyday outfit. However, the dress surprised me, and I will fill you in on how it did. To my surprise clothing does have some power: for example, my black leggings, sweatshirts and Adidas make me feel like I'm a go getter. However, it's important to keep in mind that switching up your style occasionally like wearing a dress can teach you a lot about yourself and how some perceive you.

First thing I had to do was get my hands on a dress since I didn't own one. Thank god my niece loves them and is the same size as me. She was literally foaming at the mouth to get me in one. So,

Saturday morning I woke up and put on my new dress with the goal to see as many people as I could. I had one person in mind to see and that was my mother-in-law who has no filter and talks before she thinks. First off, I can say I was VERY uncomfortable and a little—why lie... A LOT—self conscience. I started the day with breakfast with my husband and then off to his parents' house. My husband loved it, and I think the only reason he did was because he had never seen me in one before. In fact, I got so many compliments or maybe back handed compliment about the dress



that I'm starting to wonder what people said about all my other outfits in the past. My mother-in-law even loved it and told me that I should wear a dress more often. I can honestly say by the end of the day I felt a whole different attitude about the dress. It made me feel a little more girly girl then I have ever felt. It reminded me of a quote from Enclothed Cognition "Wearing certain clothes can affect the way you behave and even the way you think." I don't want you to get me wrong I have dressed up before and have always felt like I'm a girl, but this dress stepped it up a notch for me. I'm usually the confident, got it together, I can take on the world kind of women and this made me feel like a lady and professional if that makes any sense. Also, I may add I was able to get things done that I normally would in my everyday outfit.

Now for my beloved everyday get sh\*t done outfit I can say I will never give it up. I've always felt like my own family's personal super women in this outfit. My leggings you can see I wore with the dress. Those leggings are like a safety blanket for me. The sweatshirts I'll never dislike because they're safe,

warm and comfy. My beloved adidas I hold onto so dearly are not just out of comfort either. Adidas is eco-friendly! They reuse ocean plastic each pair are equivalent to 11 plastic bottles!!!! This outfit I've always felt gave me the movement I need for wrangling my ninety-pound drooling dog around, bending over to kiss the grandsons boo boo, or squatting down to clean the endless messes on the floor from my family. I have always felt like this outfit was who I am as a person. That dressing up for everyday wasn't practical with my life. The experiment with the dress changed that perception for me. I can say now after wearing this dress that I'm thinking about making them more of my wardrobe. Not only are they comfortable which is a big plus they are quite versatile on what you can wear them with. I'm sure my parents will find some joy in seeing me in a dress again without fear of having to see my on a playground hanging upside down too. My only problem now is seeing if I can find myself some retro super women underwear to wear with my new dress.

“The clothes you wear don't change the way other people see they change the way you see yourself.” This is a quote from a video from Enclothed Cognition and I think it rings true for me. Wearing something out of my normal outfit did change how I seen myself. It made me feel things about me that I hadn't in a long time, and it was for the better. I'm 42 years old and decided to change my life by going to school and do something I've always wanted to do. I want people to take me serious in my profession. While my everyday outfit is great the dress has changed me. I feel like it made me look and act more of the part in where I'm trying to lead my life. Yes, it made me feel more lady like, but it also made me feel more confident in myself. I know they're a lot of people that think clothes don't hold any power and that they don't think about what they're putting on. They're will be days when you can feel that, but I want you to challenge yourself and try something different. You may be surprised about what you find out. It isn't for me all about what other people think it is however what I fell and thing about

myself. I want to be the superwomen to my story and doing this experiment has taught me lot on how to become just that.

**Sample Paper Number Three “High”:** We thought this paper evidenced strong understanding of paper structure, paragraphing, clear sentencing, along with a strong central point and specific examples.

Professor Rutledge

Class Redacted

8 April 2019

### The Ugly Truth to My Insecurities

I am that 5’9 girl who: always sticks out in a crowd, has been shy her whole life, cannot stand the smell of flower-scented candles, has one less organ than everyone else, and has long sun-bleached hair due to the endless shifts at the ----- Community Pool. I am Erika Smyth. If you were to see me throughout the halls of Parkland College you may see me dressed in comfortable beat up Nike sneakers, jeans, and a fashionable t-shirt. The ensemble of clothing I choose helps give me a sense of security and helps to hide the insecurities I may have about myself.

My whole life I’ve been insecure about certain parts of my body—I guess many girls are though. I don’t like my stretch marks on my thighs when it is swimsuit season. I don’t like the way my double chin looks from a side view, and I hate how pink looks on me. My pale skin is not suited well with lighter colors. It flushes out my face and leaves me looking ghostly. So, the choice of style I tend to wear helps with those insecurities. Often when I am insecure about things, I tend to stick to the items I know are comfortable and beneficial to me. Therefore, I tend to stick to the same style every day. I guess you could say I am stuck in a rut of jeans, sneakers, and a t- shirt. So maybe when making my everyday uniform I should go for things outside of my comfort zone? Something bold, powerful, and risky? Would I revert to my comfort or go into the risky side of Erika? Or would I even find the ugly truth to my insecurities?

Growing up in the small town of -----, Illinois, I've always tended to wear the same thing. A plain sports t-shirt, jeans, and some sneakers. It's what your normal student athlete may wear in high schools like mine. So, coming to Parkland has widened my horizons on what I could wear. The diversity I've seen from just roaming the halls has made me realize I don't have to stick to my comfort of jeans and a t-shirt. From my perspective I've seen your occasional Parkland T's and jeans, but a variety of students wear flashy outfits in ranges of colors. Black, green, yellow, orange, and your occasional neon's, you name it I've seen it in the halls of Parkland College. We all are unique and show our personalities from the style of clothing we tend to wear. So, when analyzing on an outfit I may wear for the rest of my life, I thought long and hard; should I remain comfortable in the clothing I've always worn, or wear something powerful and risky?

Powerful and risky it was. As I stepped into my deep black booties, and I felt a little pep in my step that day. To my surprise this wasn't shocking. By the age of five I've always been drawn to shoes. I always had to have the flashy shoes that lit up when I walked, but as I grew, I tended to look at myself differently. I no longer wore the shoes that were "cool," and I became more aware that I was not like my friends.



*Figure 2: Here are the charcoal black booties I wore which helped me realize my height was not an issue. Personal Collection*

I was five seven in middle school when my friends were probably five foot even, so my height was an issue for me. Wearing booties really represents that I will always be taller than most people around me. That's okay. When you're in middle school the big issue is boys. You go to your first dance, and always hope to have that first dance with a boy. You goooo and gaaaa about boys at that age. But for me I was always worrying about the shoes I'd wear—so I was never taller than my date. I never really went to dances because all the boys were probably a foot shorter than me, and I didn't want to look like a giant compared to my date. My whole life I've been a tall girl—and I've hated it. You can never find

pants and you surely can't wear heels. Wearing those charcoal black booties helped put a pep in my step, because I finally learned to embrace my height.

Having a taller frame has made me insecure, but I finally realized the truth to those insecurities. My weight played a huge role in that. I am a plush gal and not the skinny type. I've always worried about the way my stomach looks in certain shirts. So, therefore I tend to wear my baggy t-shirts that are ten times too big, and the sweatshirts covering them. When wearing my outfit for a day I chose a shirt I may have never chosen. A semi tight shirt, with a floral print, and a cardigan to cover it. Though it was flower printed I was just glad I could not smell it. The army green cardigan allowed me to cover the insecurities I still have too. I could cover my stomach if I felt others were staring, but to my surprise no one really did; I never had to hide behind the army green cardigan.



*Figure 3: The outfit I chose to wear for my experiment. Personal Collection.*

With my experiment I got a few “Dang you look fancy today!” or “I see more colors in this outfit you're wearing.” These comments made me realize that people perceive you on what you wear. A quote from Enclothed Cognition really stuck out when I realized this. “The clothes you wear don't just change the way others see you. It changes the way you see yourself.” I saw myself as a different person that day. I had an extra pep in my step that day, and I even had the guts to try a new coffee at Dunkin Donuts too.

When reading Christine Schoenwald's, “What Your Favorite Go-To Clothing Color Says About You [sic] Personality,” the army green cardigan represents something. She states, “Green is a calming color and is associated with generosity. . People who wear green are charismatic and care deeply about the feeling of others.” So, my choice of color in my everyday outfit suits me in a way—due to my personality. Caring and charismatic? Choosing the color pallet I did is very clear to me now. Though I am

very insecure about certain aspects of my body, I am still full of personality. I have a strong character and I'm very kindhearted, so the choice of green is well suited for me.

One thing I will never change about my style is my Class of 2018 ring. It is an aquamarine stone braced upon a silver band, with engravings of my high school achievements. High school achievements, you're in college you may say? Yes. This ring shows the things I've been through to get to college. It shows that I am the first of my family to attend college, and that's huge. When it comes to my everyday style I like to accessorize. This accessory in general is one of my favorites due to it's meaning. It helps to show me that I can overcome my fears, but it mainly shows the ones who judged me and bullied me in high school that I made it. I wear my ring, because it shows me a power to myself I never knew I had, and it lets all my insecurities fade away.



*Figure 4: Here you can see the ensemble of accessories I wore with my uniform of the day. Personal Collection.*

When it came to the uniform of the day, I decided to add a few extra accessories on top of my everyday ring. A light pink stoned necklace, and three bracelets combined of pink and gold pearls, aligned with small white rocks. I felt it added an extra little touch to the outfit, and really pulled together the look. All together when I accessorize the accessories must match my outfit I am wearing. The pink stone tied into the pink flowers on my shirt, as well as the bracelets. Anytime I match it makes me feel powerful in a sense. It shows I blend my outfits together, while hiding the fact I am a bigger girl.

So, you may ask yourself, what did this experiment really do for me? Entirely it took a few days for me to realize that others really looked at me different in my nice cardigan and booties, rather than my regular day clothes. I've been shocked at the way others really treat you in a sense of your fashion. Because I entirely think no one should be judged by their style or their looks. I never knew we all had a sense of fashion especially a small-town girl from -----, Illinois. So, I believe we all are fashionable in

our own way and this new fashion of mine has made me realize the truth of my insecurities I once had.  
It is allowing me to branch out into new horizons, and get out of the little rut of jeans, t's, and sneakers.



## Appendix "C" Can Transitional English Classes Allow Repeats on Work?

A local school administrator emailed Parkland to ask if Transitional English students could revise final drafts for higher grades: Here was our response:

"So, at Parkland, all writing instructors have the latitude to allow students to revise and resubmit papers during the course of the semester with a few caveats: (1) Only "C" or lower work is usually revisable; (2) All revisions must be completed within the semester (or calendar school year, in your case--unless an official "incomplete" grade is assigned); (3) The nature of the feedback and opportunity should preserve the overall independence of the student's work.

In my own English 099 classes, students who receive less than a "C" on a paper can revise, but the highest grade I offer to a revised paper is a 79.5%.

That's the short answer:

Here's our philosophy, Erin, et al., and I am guessing it jibes with yours:

We want students to have ample opportunity to learn from their mistakes through meaningful revisions; yet, at the same time, we must maintain the independent nature of the student's work. We want to avoid a policy or practice that allows so much feedback and revising that the grade no longer reflects the student's ability. So, any policy should preserve a student's right (and sometimes need) to fail the course, if that truly reflects their performance.

Recall that the TE application requires that

Assessment [is ] structured so that receiving a "C" or better indicates the competencies for the course were met and the student is considered ready for college-level English courses and college-level reading expectations

So, whatever the policy or practice--and we trust you as professionals--just make sure that a "C" or higher means that a student is reasonably independently ready for 101! "



