Marcos Molina: Hello everyone! We'll be starting the webinar at 12pm CST. If you have any questions or comments, you can type them into this chat box. You should be hearing music playing in the background.

Leta Deithloff: Hjortshoj
Grp.: Dawn Apple (Kilgore College): What course/level is are these assignments for? The highest developmental?
Sylvia Ybarra (San Antonio College): Our campus is considering teaching the new IRW course as a "Flex" class (in 8 weeks). What are your thoughts about this accelerated schedule?
Bridgette Sutton Marshall (Victoria College): The 8 week model is what we plan on using for the IRW course, too.
Bridgette Sutton Marshall (Victoria College): *model
Grp.: J. Warmsley (Tarrant County College): Prior to teaching the integrated course, were you a reading or a writing teacher?
Leta Deithloff: writing
Leta Deithloff: I have had to learn much more about reading as I go
wendy crader: could you repeat your concerns about an 8 week session
Leta Deithloff: Ok, so rubrics. You can vary what you determine to be important for each one and adjust the information accordingly.
Leta Deithloff: Example...they shouldn't be expected to know as much about mechanics about the beginning of the semester because they many not know the informaiton. Hold them accountable after you've taught them.
Grp.:Marian Ellis (Paris Junior College): On your daily activities slide, you listed a zero draft and a rough draft under "writing strategies." What is the difference?
Leta Deithloff: *week concerns coming up
Leta Deithloff: I think it takes students half of a semester to truly "get" what we are trying to teach them AND how they should act in a college classroom. By the time they reach those realizations, you would be done with them. I think this is concerning because the second part
wendy crader: Thnak you for you honest on the 8 week session
Leta Deithloff: The second part of the semester is where the depth occurs. They really make great streides in those last 8 weeks
Charlotte Laughlin (McLennan Community College): Is that www.texasnetwork.org?
Marcos Molina (the Texas Network): actually, it's http://theTexasNetwork.org
Paula Khalaf - Lone Star College CyFair: As a reading instructor, I feel compelled to focus quite a bit on reading textbooks because students struggle with reading flexibility, sustained reading, and strategies for remembering information they have read. As and English instructor, most writing instructors focus on biography, essays, etc. and believe my focus is preparing students to be prepared for Comp I. How will IRW address both of these--or is it necessary for textbook reading to be addressed in an IRW course?
Leta Deithloff: This last slide just proves that this model works. I don't pretend to have all the answers. In fact, I keep learning myself to make the class the best it can be. BUT, when students leave this class, they do well in subsequent ones. That is good enough for me!
Candace Cooper: (Collin College) As far as rubrics are concerned, For non-narrative based essays I usually divide my rubric with 20% Essay Structure, 40% Content, and 40% Editing Errors. The Content speaks to reading and the structure and editing speaks to writing
Leta Deithloff: Yes, I think you should focus on textbook reading in an IRW course.
Leta Deithloff: Try showing them as many kinds of readings they will see in college.
Leta Deithloff: Their immediate need is to do well in their other classes. Their future needs are to really perform at a level that compares or better their peers. The more different KINDS of texts we can expose them to, the better they will be at both of these tasks
Grp.: Sheryl Holland (Houston Community College): Was there an answer to the question about an 8 week class?
Grp.: Marian Ellis (Paris Junior College): On your daily activities slide, you listed a zero draft and a rough draft under "writing strategies." What is the difference?
Paula Khalaf - Lone Star College CyFair: If you teach by themes and novels--and I love this idea--what kinds of materials do you provide for adjunct instructors regarding teaching the skills?
Grp.: Sheryl Holland (Houston Community College): Thank you.
Leta Deithloff: Candace, I agree. I also vary that based on how closely related the text is to the essay prompt. Ex. Personal Narrative...content related to reading is not as important. For thematic essay, they will be heavily responsible for incorporating text correctly and effectively. I would give higher attention to that skill then on those rubrics.
Leta Deithloff: Rubrics, like texts and essays, change with the task at hand.
Florinda Rodriguez (South Texas College): What is your usual class size?
Leslie Webb (Blinn College): Did you say this was a for-credit class. I though all developmental classes had to be non-credit?
Leta Deithloff: Paula..I do teach themese and novels at first but then we move on to more common texts because they aren't all going to be lit majors. It's a good starting place then. More...
Leta Deithloff: We teach adjuncts through one-on-one training before teh semster starts. Shared syllabus, assignments, activities, and then intervene as their comfort level dictates. WE don't have that many though. They also get to include more of thier comfort level if necessary. Example, current teacher likes political pieces, so they are in the curriculum.
Leta Deithloff: It is for credit. It is the only class we offer on the subject. There is a math course that is pass/fail credit.
Leta Deithloff: YEs!
Leta Deithloff: Please do!
Florinda Rodriguez (South Texas College): What is your usual class size?
wendy crader: Thanks for the announcement for the conference
Leta Deithloff: zero draft pays no attention to grammar. It is more a stream of conscicous idea process that shows idea development, transiton ideas, and how well students support themselves. Great for eople who suffer from "blocks".
Paua Khalaf - Lone Star College CyFair: Thank you all! Great information.
Leslie Webb (Blinn College): Thanks everyone! This was great!!!
Sharon Miller: Thank you for coming, everyone!
Leta Deithloff: So sorry about the audio. Please contact me directly if you have questions/concerns.
Leta Deithloff: leta.deithloff@gmail.com
Leslie Webb (Blinn College): Can you put back up the link for the next seminar?
Leta Deithloff: or call me at home 512-301-6682
Sharon Miller: Next seminar: write to Marcos Molina at mmolina@tccta.org
Leta Deithloff: Any questions I didn't get to?
Leslie Webb (Blinn College): Thanks!
Sharon Miller: Y'all, just "X" out. See you soon!