

The background of the slide is a gradient of purple and blue. It is decorated with several realistic water droplets of various sizes, some with highlights and shadows, giving them a 3D appearance. The droplets are scattered across the top and right sides of the slide.

INCREASING STUDENT ENGAGEMENT

A PEDAGOGICAL AND PERSONAL APPROACH TO THE CLASSROOM

LYNN ROESSNER-ANKNEY (ENGL/READ TP/SS)

ENGL102: PERSPECTIVE

- ENGL 102 (CRITICAL READING, WRITING, AND RESEARCH) IS THE SECOND CLASS OF FYW STUDENTS TAKE AT MC.
- THE CLASS FOCUSES ON ARGUMENT AND RHETORIC SKILLS AS WELL AS RESEARCH STRATEGIES
- KEY ASSIGNMENTS INCLUDE:
 - RHETORICAL ANALYSIS ESSAY (3-4 PAGES)
 - SMALL ARGUMENT (3-4 PAGES)
 - ANNOTATED BIBLIOGRAPHY
 - SYNTHESIS ESSAY (5-7 PAGES, INCLUDES OUTSIDE SOURCES)
 - MAJOR ARGUMENT ESSAY (8-10 PAGES, INCLUDES AT LEAST 10 OUTSIDE SOURCES)



GOALS:



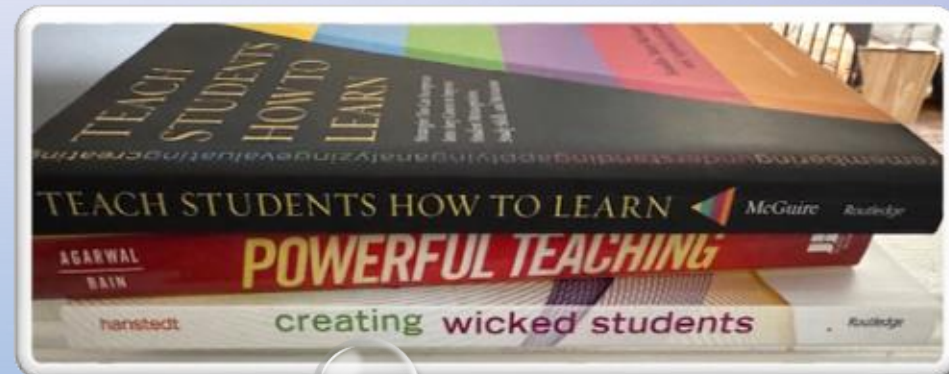
Increase student engagement through pedagogical best practices

Metacognition
Scaffolding and Looping/power skills
Far Transfer

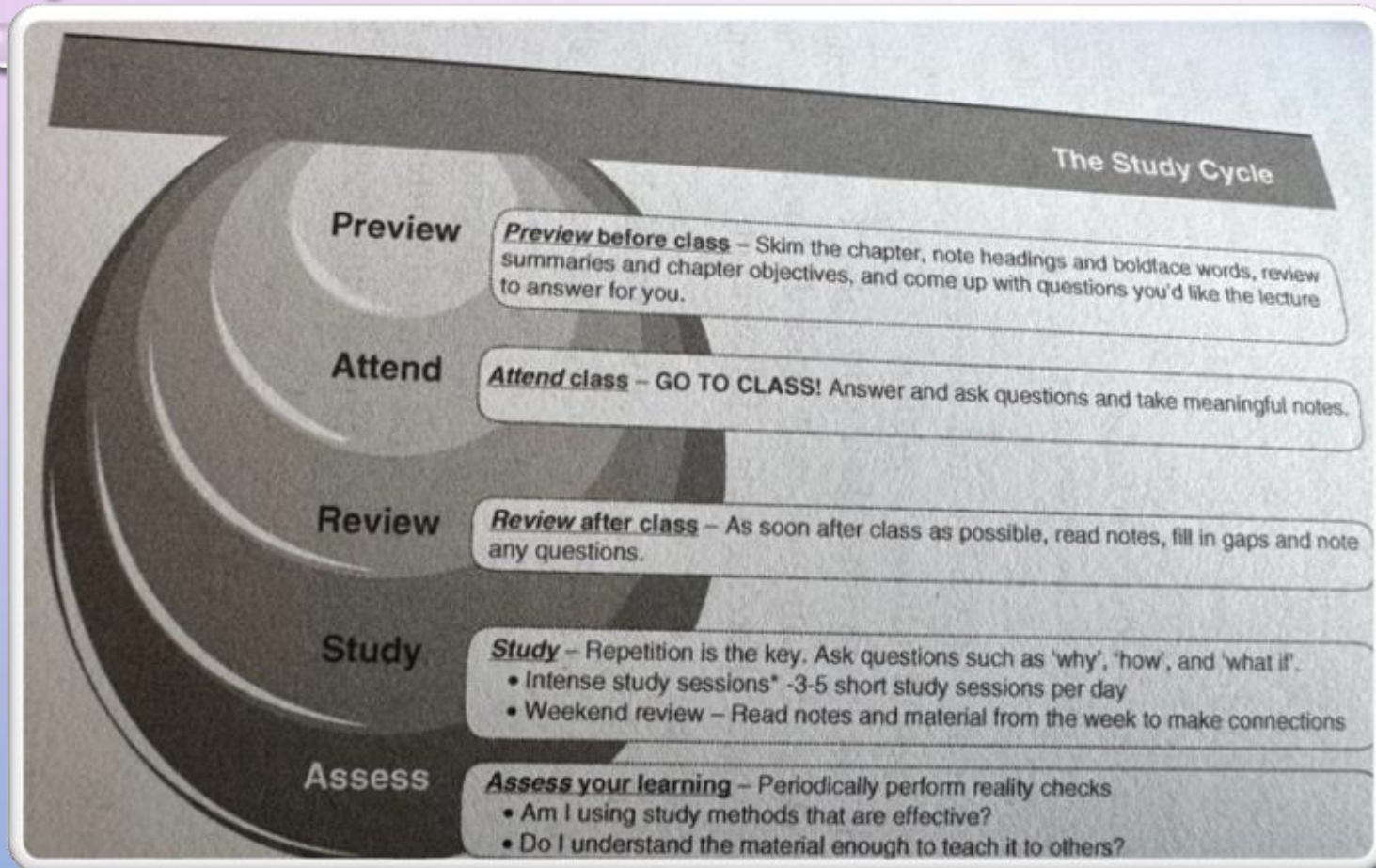


Increase student engagement through authenticity

Bringing myself to the class
Appreciating each individual student's authenticity



METACOGNITION



Graphic from *Teach Students How to Learn*

- *TEACH STUDENTS HOW TO LEARN* (SAUNDRA YANCY MCGUIRE AND STEPHANIE MCGUIRE)
- “THINKING ABOUT THINKING.”
“BECOMING CONSCIOUSLY AWARE OF THEMSELVES AS PROBLEM SOLVERS.”
- THE STUDY CYCLE

POWER SKILLS

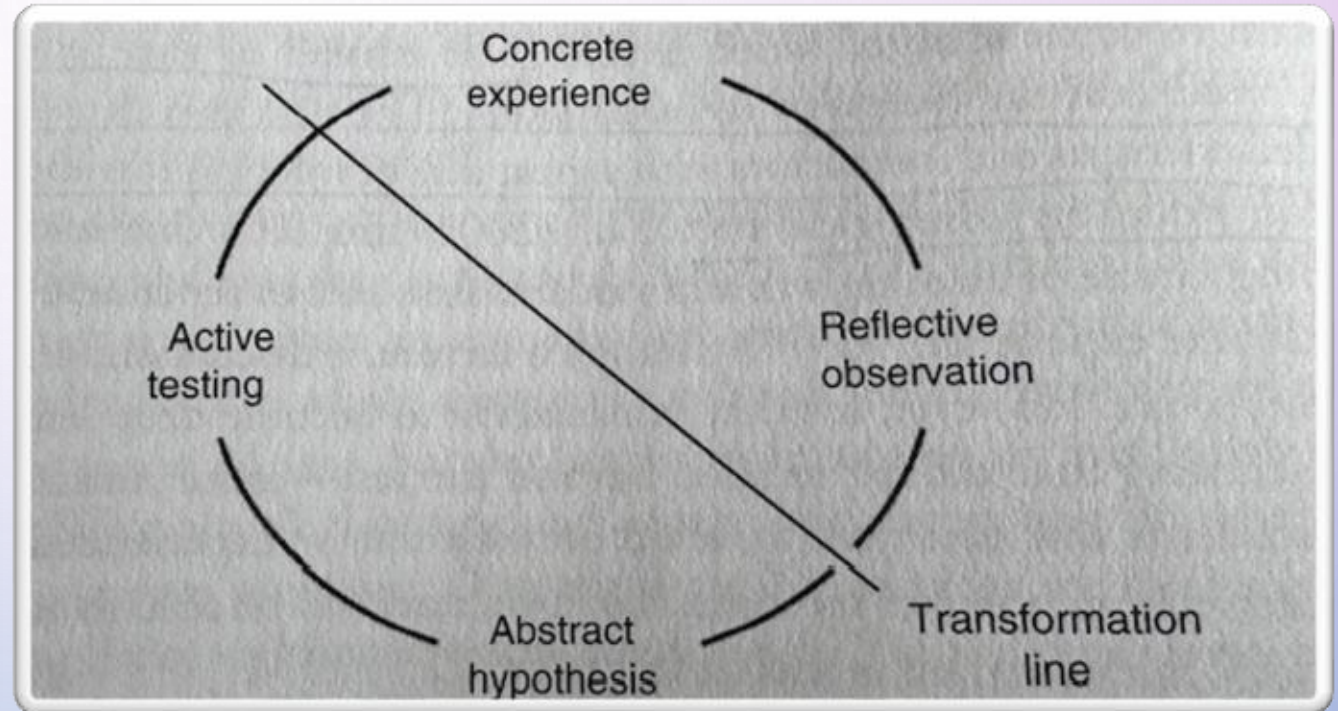
- *POWERFUL TEACHING* (POOJA K. AGARWAL AND PATRICE M. BAIN)
- FEEDBACK DRIVEN METACOGNITION
 - BUILDING HABITS OF ASKING QUESTIONS



Graphic from powerfulteaching.org

FAR TRANSFER


- *CREATING WICKED STUDENTS* (PAUL HANSTEDT)
- HELPING STUDENTS WITH FAR TRANSFER SKILLS BY GOING BEYOND “MERE DATA COLLECTION TOWARD APPLICATION, TESTING, ASSOCIATION, AND...MORE LONG LASTING LEARNING.”



Graphic from *Creating Wicked Students*

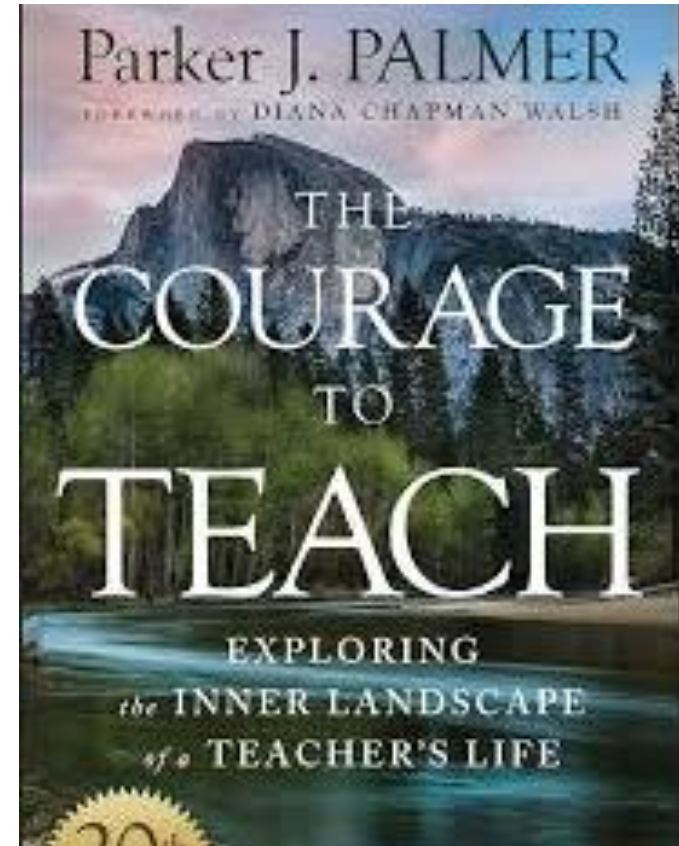


CREATING A FEEDBACK LOOP

- STARTING POINT: THE WRITING PROCESS
 - ADDING IN THE FEEDBACK LOOP (THINKING ABOUT → FEEDBACK DRIVEN REFLECTION → TRANSFORMATION LINE (MOVING INTO THE ABSTRACT))
 - REFLECTION EMAILS/CONFERENCES
 - REACTIONS TO FEEDBACK AND NEXT STEPS
 - POST ESSAY (WITH GRADES) FEEDBACK CHARTS
 - PROCESSING COMMENTS AND ACTION PLAN
 - SELF-REFLECTIONS PRIOR TO FINAL DRAFT SUBMISSION
 - SELF-AWARENESS OF OWN WRITING; SELF-CORRECTION
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INCREASING STUDENT ENGAGEMENT THROUGH AUTHENTICITY:

- *THE COURAGE TO TEACH* (PARKER J. PALMER)
 - “GOOD TEACHERS JOIN THE SELF AND SUBJECT AND STUDENTS INTO THE FABRIC OF LIFE.”
 - “[MENTOR’S] POWER IN IN THEIR CAPACITY TO AWAKEN A TRUTH WITHIN US, A TRUTH WE CAN RECLAIM YEARS LATER BY RECALLING THEIR IMPACT ON OUR LIVES.”
 - RIPPLE EFFECT IN CLASSROOM → INCREASING VALUE OF OWN VOICE; TAKING OWNERSHIP OF OWN IDEAS AND WRITING.



RESULTS: ABC RATES

ENGL102 Spring 2025 (18 students)

- A 2/18
- B 6/18
- C 6/18

Spring 2025

Fall 2025

ENGL102 Fall 2025 (19 students)

- A 7/19
- B 3/19
- C 6/19

THANK YOU

- SPECIAL THANKS TO THE 2025 SET COHORT AND PROF HEATHER SATROM!