St. Louis Community College

Adult Learning Academy: IRW About This Course

Overview:

* served students from February 2013 – December 2014
* collaboratively developed and taught by full- and part-time reading and writing faculty from across the St. Louis Community College district
* assignments and instructional resources contexualized to the theme of healthcare
* aligned with the RDG and ENG developmental course competencies on credit side of STLCC
* accelerated
	+ This course collapsed the developmental reading and writing course sequence from four courses into one (RDG:020, RDG:030, ENG:020, ENG:030)
* continuous, rolling admissions (new cohort admitted every two weeks)
* self-paced
	+ We asked students to commit to coming to IRW class three days a week for four hours each day.
* blended/hybrid format
	+ curriculum delivered via Blackboard
	+ direct instruction provided “just in time”
* mastery-based learning and assessment
* 73 students completed the program in an average of approx. 19 weeks
	+ Students were permitted to “stop out” of the program for periods of time and then return later, picking up with they had left off, with no penalty. These periods of inactivity are included in the calculation of average completion time.

Notes:

The Adult Learning Academy: IRW course is also sometimes known as ALA-Literacy.

The ALA: IRW course did not follow the academic calendar. From our first day of operation until our last, we served students on a schedule which held class on Tu/Th/Fri and M/W lab times, with the exception of days the college was officially closed. In addition, due to our rolling admissions, students were at various stages of the course at all times. For these reasons, making changes to the course often involved a bit of disruption. There were no natural breaks in the course during which we could revise materials and “start fresh” the way we usually would do between semesters. We were committed to continuous improvement and revision, and we made changes to readings and assignments along the way, but sometimes we made a tactical decision not to revise in order to avoid potential confusion for both faculty and our students.

For example, the reading packets for Units D and E would align more effectively with the writing assignments were they flipped. That is, the current Unit D reading packet would better provide context for the interview (Unit E writing assignment), and the current Unit E packet would better provide context for the summary (Unit D writing assignment).

For more information, please contact our program director:

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| Dianne LeeProfessor, Program Director MoWINs Grants314-539-5779dlee@stlcc.edu |

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