





Contextualize Cross-Disciplinary College Reading Pilot GPS Mini-Grant

2019-20:

- Design and pilot POD contextualized reading workshop
- Collaborate with discipline faculty, Pauline Swartz (library), and Melissa Shepherd (Media Productions) to create 8 close reading videos scaffolding students into academic texts
- Create Canvas Discipline-Specific
 Contextualized College Reading modules to be published in Canvas Commons
- 4. Design surveys to gather data

2020-21:

- Facilitate Academic Literacy for Equity POD Workshop series
- 2. Integrate Canvas Contextualized College Reading modules into content area courses (8 faculty stipends)
- 3. Work collaboratively with content-area instructors to improve Canvas Contextualized Reading modules
- Implement faculty and student focus groups and surveys to collect data on effects of instructional modifications on student progress
- 5. Build content for Canvas Tutor Training modules



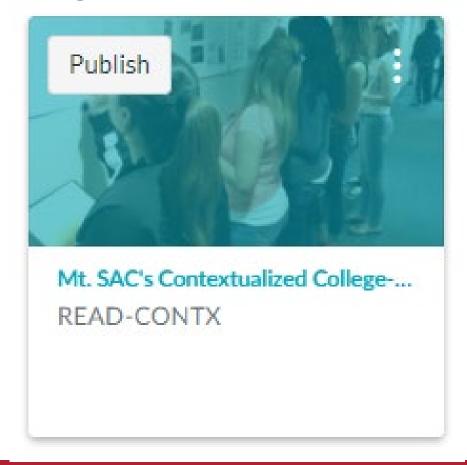
Close Reading Videos:

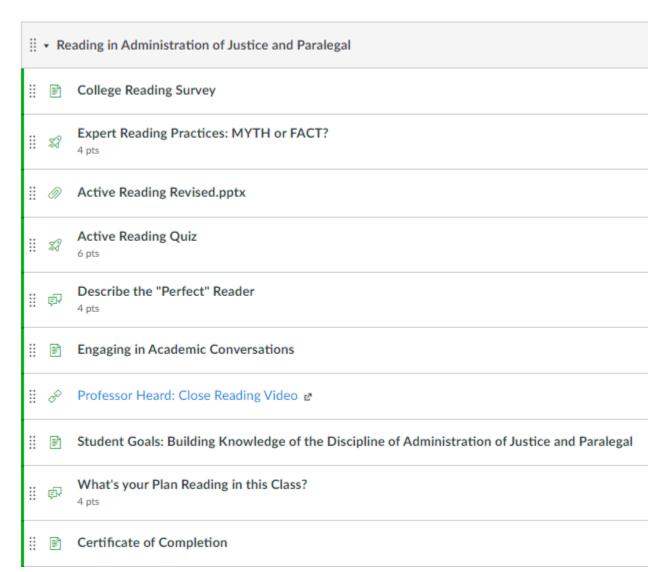
- Lance Heard, Administration of Justice
- Julie Bray-Ali, Astronomy
- Chaz Perea,
 Horticulture
- Beta Meyer, Biology
- Maya Alvarez-Galvan, English
- Kelly Rivera, Political Science
- Kelly Coreas,Respiratory Therapy
- Produced by Melissa Shepherd & Mike Nichols





Contextualized College Reading Canvas Modules







Lance Heard, Professor of Administration of Justice, demonstrates a close reading of a court document

District Court of Appeal, Fifth District, California.

The PEOPLE of the State of California, Plaintiff and Respondent, v. Ralph Leon ROBLES, Defendant and Appellant.

Cr. 24.

Decided: September 27, 1962

Ralph Leon Robles, appellant, in pro. per. Stanley Mosk, Atty. Gen., Doris H. Maier, Asst. Atty. Gen., Sacramento, Raymond M. Momboisse and Barry L. Bunshoft, Deputy Attys. Gen., for respondent.

Appellant and his co-defendant, Rocha, were charged in a three-count indictment with: Count I, violation of section 261, subd. 4 of the Penal Code, rape by means of force and fear; Count II, violation of section 459 of the Penal Code, burglary by entering a dwelling house with intent to commit rape; Count III, violation of section 207 of the Penal Code, kidnaping. A jury found defendant guilty of the burglary, Count II, but failed to reach a verdict as to Count I, rape by force and violence. They acquitted defendant of Count III, kidnaping. Subsequently the court, upon motion of the District Attorney, dismissed Count I in the interests of justice, and appellant was sentenced to the state prison pursuant to the judgment of conviction of burglary, first degree. Appellant has appealed from the judgment of conviction.

Appellant and his co-defendant, Rocha, drove from Kettleman City to Fresno, Sunday





Academic Literacy for Equity POD Series (6 hours)

Explore ways of embedding academic literacy skills into discipline-specific courses to improve comprehension of college-level texts while addressing issues of inequity inherent in academic reading.

Topics:

- Misunderstanding student motivation or reading behavior
- Reading as an interactive and constructive process
- Unrolling the text: Using scrolls to facilitate academic reading
- Integrating and scaffolding reading assignments in course design
- Emancipatory teaching (QFT) and reading practices through and equity lens
- Academic literacy resources: Library, Canvas Contextualized College Reading modules,
 READ courses, ASAC, Writing Center, and noncredit AIME courses



Tutor Training Canvas Modules



Tutor Roles and Responsibilities

Tutor Professionalism, Interactions, and Sexual Harassment Prevention

: • Equity Based Pedagogy for Tutors

: Tutoring a Diverse Student Population: Students with Disabilities

: Tutoring a Diverse Student Population: Second Language Learners

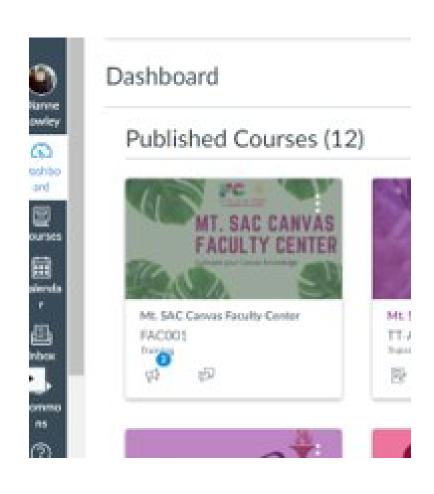
: Tutoring a Diverse Student Population: Continuing Students

: Campus Resources

: Mt. SAC Campus Emergency Response and Evacuation Plan



Canvas Content for Faculty Use





Announcements

Modules

Discussions

ConferZoom

Flipgrid

Microsoft Office 365

Rubrics

Screencast-O-Matic

Accessibility Checker

Assignments

More Student Resources

Useful Guides for Student-Friendly Support

- Best Practices to Normalize Help-Seeking Behavior in Students •
- Students are learning more than your content from you. You can help them develop habits for success by
 encouraging them to identify services and use Mt. SAC tutoring, writing center, library and other forms of support as
 "normal" behavior of successful students!
- The Universally Designed and Equity Minded Syllabus Checklist 👲
- Sample Syllabus Statements Fall 2020.pdf •



Best Practices for Normalizing Help Seeking Behavior

Best Practice 6

Assign exam, project, or assessment "wrappers" on Canvas discussion board where students acknowledge all mediation and support utilized during projects, assignments, or exams. Students respond to classmates' posts to reflect on the benefits of help-seeking behaviors.

Best Practice 7

Embed links to academic support services (example: MARC, Writing Center, Library, and ASAC) in your Canvas courses and on your syllabi.

Best Practice 8

Provide extra credit for students who create study groups through the ASAC (pending availability and subject matter, the ASAC will work to locate tutors to facilitate study groups). Best Practice 9

Best Practice 9

Provide an Academic Support Services (tutoring) Q&A Canvas discussion board for students to share reflections on tutoring, SI, and ET sessions.

Best Practice 10

As an instructor, share your own experiences utilizing academic support services (tutoring) in college.

Best Practice 11

Preceding the start of highly challenging course material, integrate growth mindset practices in support of students who may be reluctant to engage in help seeking behaviors.

Best Practice 12

Incentivize all students to interact with academic support services, not just students who are struggling.

Best Practice 13

Create a quiz on resources available in the Canvas Student Hub.



