Interactivity between a first-year content course and EAP course assignment for skill transferability

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International foundation program (ifp)

- University of Toronto, New College
- 24 weeks
- faculty conditionally admitted students who meet program’s language requirements (IELTS 5.0 - 6.5)
- final grade of 60% in all 5 courses satisfies university language requirement for admission

L1 = Mandarin, Spanish, Russian, Cantonese, Japanese, Korean, Turkish, Ukrainian, Iranian
course Coherence

a) Synchronous (Wallace, 1991)
b) Sequential (McDonough & Shaw, 2003)
Challenges to student comprehension in 1st year discipline-specific credit course

Lectures

Listening comprehension
Application of lecture content

Assigned texts

Reading comprehension
Building connection with lectures
Lecture Notes & Response
A discipline-specific course assignment

IFP100Y1Y - Themes in World History

Opportunity to synthesize lecture and connect content to discussions and readings

Groups sign up for a specific lecture

Group write a summary of the lecture

Individual students select passages from readings and connect them to the lecture; select terms and explain significance; find visual and connect to lecture
Lecture Notes & Response
A discipline-specific course assignment

IFP100Y 2016-17

Lecture Notes & Response Assignment
Winter 2017

Taking good notes is an important skill for any university student to have and you will have extensive opportunities to learn note-taking skills in IFP100Y. One important issue in note-taking is how to synthesize material from class lectures and connect it to discussions and readings. While it is important to record what happened in lecture, what matters most is how to use that information and apply it.

This assignment is both a group project and an individual project. Each group of 3 students is responsible for maintaining a Google Document of class notes for ONE lecture from weeks 2 to 10 of the Winter semester. Your online notes should not simply transcribe what was said in class. They should include:

1. A 250-300 word summary of lecture and discussion. This is the group part of your assignment. What was the main point of the class? What were some key themes explored? What were the main examples used? You will meet with your group and discuss this section together and write it together on Google Doc. (This is similar to the Leader role in ARC – in your CRW class)

2. Each member of the group will choose one passage from the readings assigned to tutorial and write an explanation of how they relate to the main point of the lecture. This section is designed to help you see the connections between the tutorials and the lectures. (Connector role in ARC)

3. Each member of the group will provide two key terms and a definition and significance for each. Key terms can be concepts (e.g. legalism or Pax Romana) or people/events/places. This section is designed to help you practice for part 2 of your final exam. (This is similar to the Contextualizer/Highlighter role in ARC)

4. Each member of the group will provide one image that connects to a point made in lecture with a short explanation of how it is connected. You must give a full bibliographic citation of the image that includes its author and date of creation. You can also create your own image. (This is similar to the Visualizer role in ARC)
Lecture Notes & Response Assignment

February 09 - Mass Migration

Component A - Lecture Summary

In the 19th century, the demand for production and labourers because of the abolition of slavery (1807) together with the changes brought by industrialization turned migration into an increasing trend. A form in which migration manifested was through the Coolie system which developed as a response to the lack of cheap labor and the internal changes in China and India. Such a phenomenon consisted in large scale trade in indentured labor. TheCoolie system functioned in a way that the workers were tied to a particular plantation and had to work under harsh conditions. The workers were transported to the plantations, usually in ships, and remained there until their contract expired. The plantation owners were responsible for their food and accommodation, but the workers were often subjected to brutal treatment and poor living conditions. The system ended in the late 19th century, but its legacy continued to shape the migration patterns and labor markets of the regions involved.
ARC Study Group Notes

a preceding EAP reading/writing assignment

IFP020Y1Y - Critical Reading & Writing course

Built as one step of a larger research paper

<table>
<thead>
<tr>
<th>Research project</th>
<th>Due</th>
<th>Value %</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Personal reflection</td>
<td>Sep 26</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Step 2: ARC study group notes + proposal</td>
<td>Nov 14</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Step 3: Critical literature review + reflection</td>
<td>Dec 5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quiz 1: ARC: Comprehension + Short answer</td>
<td>Oct 24-28</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Book club</td>
<td>Fall term</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>Quiz 2: Schnell: Comprehension quiz</td>
<td>Jan 9-13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research project</td>
<td>Jan 23</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Step 4: Plan + annotated bibliography</td>
<td>Feb 13</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Step 5: Provisional partial paper</td>
<td>Mar 13</td>
<td>12</td>
<td></td>
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<tr>
<td>Step 6: Final paper + reflection</td>
<td>Winter term</td>
<td>ongoing</td>
<td></td>
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<tr>
<td>Book club</td>
<td>Exam period</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Participation</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
ARC Study Group Notes
a preceding EAP reading/writing assignment

Aim:
build into to gaining familiarity with text topics for research in IFP020Y1Y
model similar tasks to be performed in IFP100Y1Y course next term

2. ARC study group notes
You will work together as a group to demonstrate your deep understanding of a model text.

- Perform the ARC roles assigned to you proficiently on the ARC main text.
- Work with your ARC group to complete the ARC study group notes (http://bit.ly/arc-studynotes) using your Google account. It is important for your group to work collaboratively on each part, not divided up into individual parts. You will get a group mark for this document.
- Your ARC group must fully complete all three Google docs based on the linked template. One, selected by your instructor, will be formally graded according to the rubric below. This assignment also prepares you to complete tasks in the IFP100Y1Y Lecture Notes Assignment during the Winter term.
# ARC Study Group Notes

a preceding EAP reading/writing assignment

## Instructions


## Preparation for IFP100Y tasks

- Text summary
- Highlighter
- Contextualiser
- Connector
- Visualiser

## Student-completed example


## ARC# study group notes

<table>
<thead>
<tr>
<th>Leader</th>
<th>Visualiser</th>
<th>Connector</th>
<th>Contextualiser</th>
<th>Highlighter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name</td>
<td>Student name</td>
<td>Student name</td>
<td>Student name</td>
<td>Student name</td>
</tr>
</tbody>
</table>

## Part A: Text summary

Complete the chart below, which demonstrates your group’s understanding of the ARC Main text as a whole.

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Main idea</th>
<th>Paragraph summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the focus area included in this text?</td>
<td>In a few sentences, what is the author's main idea?</td>
<td>In 250 words, use your bulleted section summary to write a fuller summary of the text here.</td>
</tr>
</tbody>
</table>

## Part B: Group notes

Work together as a group to answer the following questions about the ARC Main text below. In your answers, ensure you refer to paragraph #s from within the ARC Main text and provide citations to information you refer to from outside sources.

1. What topical vocabulary does the author use that is important to know (3-5 words)? What does each mean in the context of this focus area? What grammatical form is each? (HIGHLIGHTER)

   <type here>

2. Identify and state the significance of one contextual reference in relation to the focus area. (CONTEXTUALISER)

   <type here>

3. How does one (or more) point in the text strongly connect to an outside source you already know about? (CONNECTOR)

   <type here>

4. What visual can illuminate a concept within the text better than without it? Insert the visual here and explain how it relates to a text concept. (VISUALISER)

   <type here>
Question
What did you find most difficult in writing your Lecture Notes Assignment?
How did your ARC study Group Notes assignment in the CRW class help if at all?
Did the assignment help you understand the lecture or the readings better?
Student feedback on transferability
Comments on how connects between assignments

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Comments on how connects between assignments

Student A
I think the most difficult part is defining the key terms. This is because I have to understand the background and significance of this event. For the significance, I need to connect it with other events, which means I need to understand this event completely. However, I have been the highlighter in my ARC study group notes of CRW, which made it easier for me to define the key terms. This assignment helped me to understand the lectures better. This is because I needed to spend time in reading textbook and tutorial book and reviewing my lecture notes. By doing these, I attained a deeper understanding about the lectures.
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Student feedback on transferability
Comments on how connects between assignments

Student B
The biggest problem of writing the lecture note assignment is connecting the points from the lecture as well as the textbooks. Therefore, when I was doing the summary and part B, I needed to spend a lot of time on finding out the connections to coherently recount and depict the causes and effects. On other hand, ARC study group actually provides me a sense of how to do this lecture note assignment. I applied some strategies that I have used in different ARC roles, such as connecting the reading content with a picture. Through this assignment, it brings my recognition of Second World War to a new level.
Student feedback on transferability
Comments on how connects between assignments

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Student C
I think the most two difficulties issues in writing lecture is to summarize the content of the lecture. The reason is that the content of lecture covers many different small topics, and we need to summarize the whole lecture in approximately 300 words. In ARC study group, the work of leader is similar to the summary of lecture notes. Also, we need to write concise and clear sentences for the summary. ... After reading it, I feel that I have a better understanding of the lecture.
Student feedback on transferability
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