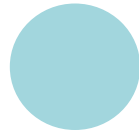


# Back to School with Achieve

Fall 2023



# Today's Agenda



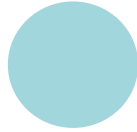
**Introductions**



**Quick Achieve Overview & New Feature  
Showcase with Travis Long**



**Achieve & Accessibility with Christin Monroe**



**Scaffolding Writing Assignments with  
Jennifer Duncan**



**Question and Answer**

# Landmark College

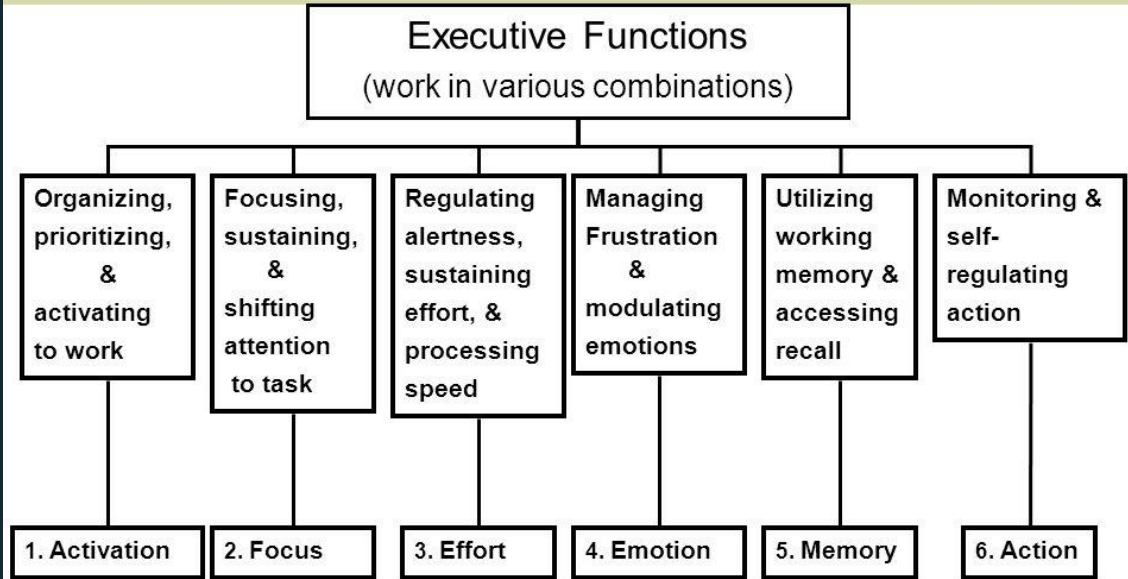


Neurodiversity- Describes a multitude of naturally occurring variations in the brain that result from the human genome.

# Executive Function

The cognitive processes that regulate an individual's ability to sustain self-directed action toward a goal.

## Brown's Model of Executive Function



Brown, T. E. (2001) *Manual for Attention Deficit Disorder Scales for Children and Adolescents*

# Achieving Accessibility

## Cognitive Load Theory

Provide students with a **tutorial** in your class to learn to use the technology you present. If a student is struggling with technology then it increases extraneous load and decreases intrinsic load.

You aren't assessing whether a student can navigate LMS or eLearning technology.

## Two Week Free Trial

Students can test Achieve before they purchase it. After working with it for two weeks, if a student is really struggling you may suggest **alternative “paper” assignments**.

## Flexible Deadlines and Attempts

**Minimize anxiety** and promote formative learning by giving students flexible deadlines and multiple attempts on assignments.

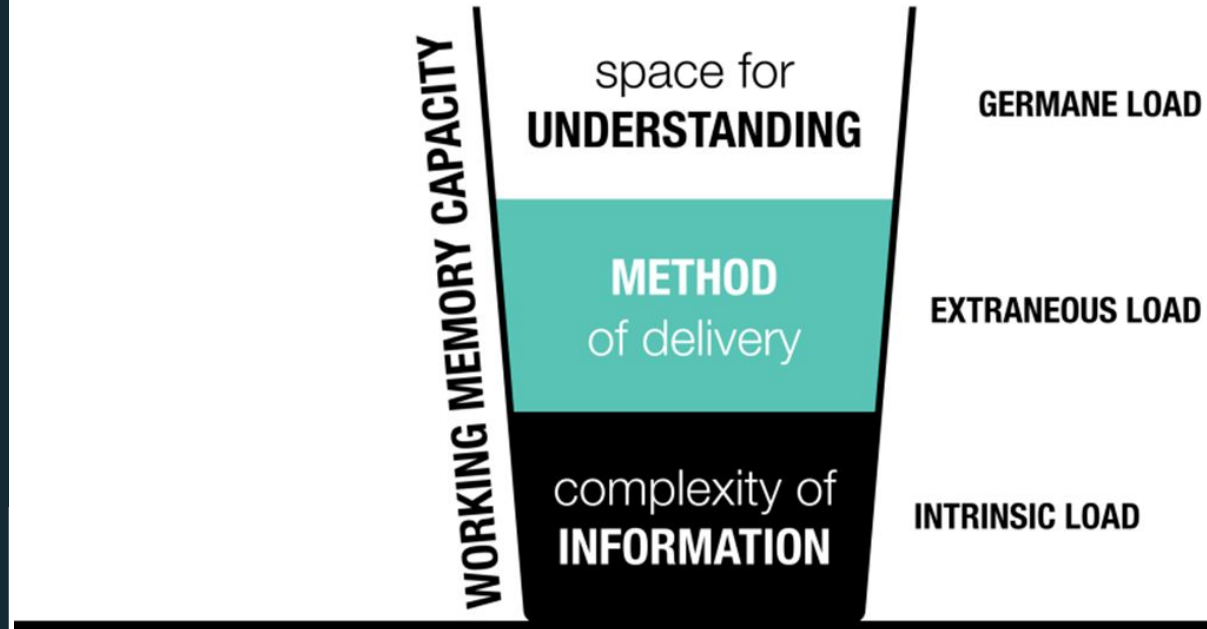
## Encourage use of Feedback/ Hints

Model the use of **feedback and hints** when students struggle to answer questions. It is helpful to point out that students have access to these resources.

## Promote Personalized Learning and Agency

Achieve allows you to give your students flexibility with pacing and timing for how they complete assignments. This gives them **agency** of when and how they work through course content.

# Cognitive Load Theory



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

Provide students with in-class time to explore any eLearning platforms you assign.

# Deadlines and Automatic Grading



Suggested Deadline

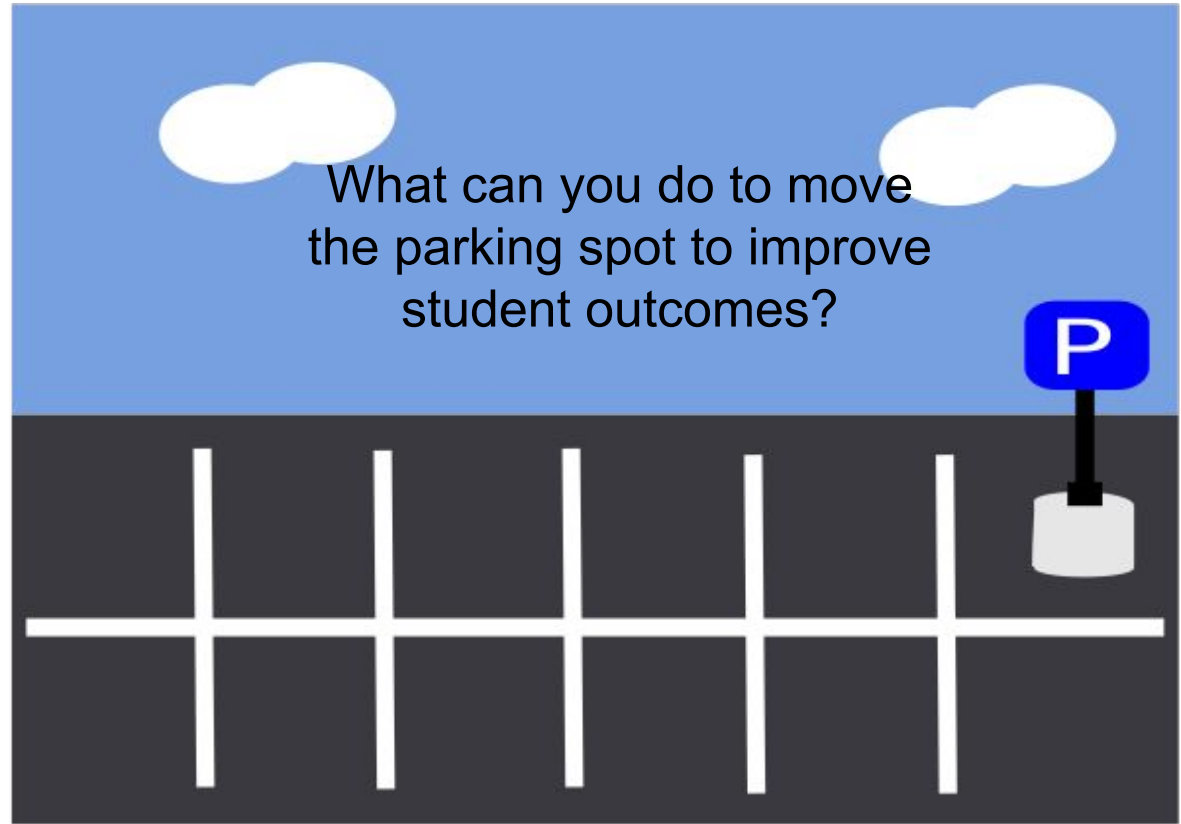


2-Week Deadline

“Zero” in Gradebook; Assignment can still be submitted



Mid or End Semester Deadline



The **flexibility** from utilizing eLearning platforms can lead to better student outcomes!



# Scaffolding Assignments

Combat Common  
Challenges

- Students aren't academically prepared.
- Students have very different academic abilities.
- Students don't understand the concept of revision.
- Students don't know how to collaborate effectively.
- Overloaded classes make giving timely feedback difficult.
- "Emergencies"

# What It Is

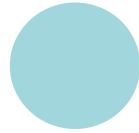
- Breaking writing assignments into small, low-stakes steps to increase student success
- Emphasis on student reflection
- Actionable feedback
- Full transparency in assignment creation and grading

What it is NOT - more revision

# Two Basic Questions

- What do my students need to accomplish?
- What steps do they need to take to get them there?

## Some Examples



**Breaking a larger essay into mini essays  
(identify the problem, present 2 solutions,  
endorse one solution)**



**Increase the difficulty of each assignment  
(summarize articles on the same topic with  
each article more complex than the previous)**



**Create Scaffolding within a single assignment**

## Old Writing Prompt

Choose one of the assigned images and write an essay which analyzes the rhetorical situation, the rhetorical strategies, and the rhetorical appeals in order to evaluate the image's effectiveness.

# Scaffolded Assignment Prompt

## Background

In the previous unit, we discussed personal branding as related to your professional biography. In today's world, however, your personal branding goes beyond what you write to how other see you, sometimes quite literally. While we may consider our visual image when it comes to things like avatars or photos, we also need to consider how we build, or how we harm, our personal brand by the way we present ourselves visually as well. This assignment requires you to do a visual analysis of a brand - either a corporate or a personal brand. The images are provided for you in the guidelines below.

## Assignment Guidelines

Start by reading "[The Lovesong of J Alfred Prufrock's Avatar](#)" by Nicholas Carr which will help you understand an aspect of the idea of visual portrayal of oneself. Then, follow these steps:

Compose a rhetorical analysis of the image you selected. Remember, your essay should argue for a particular interpretation of the image.

1. Select an image from the array of [Visual Analysis Image Options](#) (on the next page).
2. Consider the following elements of your image:
  - The **rhetorical situation** of the image, including the author, audience, purpose, context, tone, genre, design, constraints, and exigence
  - The rhetorical **strategies**, or how the image is composed to produce a specific effect (use of color, layout, contrast, etc.)
  - The rhetorical **appeals** (ethos/pathos/logos), or ways the image seeks to engage its audience
3. Compose a thesis that argues your interpretation (i.e. a particular way of viewing the image) based on the choices made in its construction. **See the Introduction to Visual Analysis page and PowerPoint** posted in the current module.
4. Support your thesis by describing **and** analyzing various elements of your image (see #2 above) that support your overall argument about the image.
5. Explain how your analysis of the image relates back to the article from which the image originated. Does the article reinforce your view, challenge, or contradict it? (There's no right or wrong answer here; just your ability to evaluate). You'll need to quote and/or paraphrase from the article in cite it in your essay.
6. Conclude by reinforcing the key points and highlighting why the conversation is important to your audience.

## Requirements

- A thesis that argues for a specific interpretation of the image you selected
- Several detailed supporting examples from the image that explain the rhetorical appeals at work
- A clear connection between your way of viewing this image and its context
- An explanation of how or if your interpretation of the image fits its companion article's use or interpretation. This will require quoting and/or paraphrasing from the article to substantiate your claim.
- The only sources used in this essay should be your approved image and the article from which it originated. You may also use Carr's essay, but only as a way of introducing your topic or as a example to you own argument. It must NOT be the focus of your essay.
- A coherent organizational structure that supports your thesis (with introduction and conclusion)
- A strong sense of audience
- 3-4 double-spaced pages (750-1,000 words)
- MLA documentation for all sources (including the image) through in-text citation and a Works Cited page
- **Meticulous** proofreading and proper MLA formatting

This assignment will be submitted via Achieve.

## Important Considerations

- Sequence assignments from simple to complex.
- Connect each assignment to the next.
- Each “draft” does NOT have to be graded; they might not even get read by the instructor.
- Explicitly tell your student what they’ll gain from each step AND what to expect in terms of feedback.

# How Achieve Writing Tools Helps

## **Define a “draft”**

Any step of the project:

Draft 1: Proposal

Draft 2: Annotated Bibliography

Draft 3: Peer Review

Draft 4: Final Draft

## **Utilize Reflection Questions**

- The primary argument I am making is
- One thing I'd like you to look at is
- I used AI in this essay to...

## **Set Specific Draft Goals and Rubrics**

Set draft goals for each step

Choose the appropriate rubric for each step (if graded)

## **Use Peer Review**

Let them assess each other with clearly defined draft goals.

Students can “rate” even when they can't explain why.

## **Compare Drafts**

Side by Side draft view lets you quickly see if they moved forward in the process



# Q&A

