

## Case Study #2

### How I Moved my Students from Remedial Writing to College Level Writing

**The Problem:** One day, a former student sent me a message on social media. I was shocked when I read the message because it was full of errors. “How was she still making these errors after taking my class for an entire semester?” I reflected on my teaching style. I wanted to make sure my students were learning as much as possible. In my eyes, the ability to write well can be a matter of life and death. It can put food on a person’s table, provide warm clothes to wear and even put a roof over a person’s head. The semester was about to start and I would be teaching a remedial composition course at a local university.

**The Solution:** I realized that most of my lessons focused on the lower tier of Bloom’s taxonomy. My students were expected to remember information. I realized that they needed to create. I revamped my syllabus and required students to complete in class presentations in which they would teach a grammar lesson to the class. For example, I’d assign a presentation on run-on sentences. Students were expected to explain what a run-on sentence was. Then they had to create an example of a run-on sentence and provide three different ways to correct it.

I would reinforce this knowledge with in class assessments. In addition, I assigned take home essays in which students had the opportunity to go to the writing center to receive more help. Also, I held weekly student conferences to give them feedback on their work.

**The Result:** The entire class demonstrated proficiency on their final exam and moved on to college level writing.