

Writing Fellows Training

Portfolio Requirements 2020

I. Short Pedagogical Reflective Assessment (1 - 2 pages)

- a. A short, self-reflective response that addresses your ability to prepare students to write within your discipline. What are you doing well? In which areas would you like to improve? What are the biggest obstacles impacting your ability to help your students' become better writers?

I am a biology instructor at Catonsville, In biology, the assignments would require the students to understand complex biological processes, analyze the information and interpret the results of a given phenomenon, experiment or scientific principle. The writing assignments usually have a flow to them; the essay has to be built from the principles of the topic to the experimentation processes while explaining the whole thing in the student's own words. The students need to defend their logic using words, charts, illustrations and tables. Citation of all pertinent information is also mandatory for science writing.

Scientific terminologies involve words that have Greek and Latin root words, so spellings are also an issue for essay writing. A couple of years ago, I used to have it in my rubric that anymore than 5 spelling or grammatical errors per essay will get reduced points. But, now I have an alternative, I let students submit a rough draft and I give them feedback about any errors or suggestions and they get to make the changes and submit a final draft. "Grammarly" is a website that gives them a score for their essays, based on sentence formation and grammar. It also highlights the areas that need improvement or corrections in spellings.

I aspire to be able to help my students become good writers and communicators of their knowledge. Students may sometimes get stuck to fit all the details of a topic within a word limit. I have a word limit from 500- 1000, so it gives them a lower and a higher limit that is wide enough to help them define their assignment. I have also improved the process by offering a word bank for scientific terminologies. I have learned how to make better rubrics to ensure that they cover all the necessary elements of the assignment.

This course has also taught me that including a sample essay and page count with font size, and a beginning prompt with a few sentences along with some in-class discussions would go a long way in helping my students become better writers. Also asking students very specific questions to be answered helps them to focus their writing within the given parameters.

II. **Revised Syllabus and Syllabus statement – as per Workshop #1**

CCBC Spring 2020	School of Mathematics and Science Biology Department Catonsville Campus
BIOL 110: Molecules and Cells	Sections: CN1 and CN2
Course Description and Prerequisites¹:	
<p>Biology I: Molecular & Cells serves as a prerequisite course for science and allied health majors. It stresses the basic biological principles common to all living things. Evolution and homeostasis serve as central themes for the topics which include cell structure and function (both physical and chemical); molecular, cellular; reproduction; genetics; energy transformation; and biotechnology. Through class experiments students will gain familiarity with various biological techniques and principles. The emphasis of the course is directed to the process of formulating questions and hypothesis, designing experiments, and collecting, reporting and interpretation of data. The laboratory introduces the student to various biological techniques and emphasizes the process of science.</p>	
Instructor's Rationale: This is a writing intensive course, which means that there will be multiple writing assignments. The art of writing is proven to promote self - studying (analysis and interpretation of subject material) and also long term retention of study material. There will be one essay that is 500 words or longer, worth 40 points, a free writing informal writing assignment worth 20 points, and other homework activities where you are required to think critically and answer questions using your own words.	
Prerequisites: (ENGL 052, RDNG 052) or ACLT 052	
Co-requisite: MATH 083 or MATH 073	

Instructor's grading policy: Course evaluation is based upon the premise that a student's regular attendance and ability to answer test and practical examination questions is an approximation of that student's mastery of the specific course objectives. Exam questions are designed to objectively measure both the scope and depth of the student's mastery. The instructor will assign letter grades based on the following calculation:

LECTURE:

Exams (5 at 100 pts each)	500 points
Final Exam (Cumulative)	100 points
Lecture quizzes (10@5 pts each)	50 points
Poster Presentation	50 points
Recitation Quizzes	50 points

LAB:

Lab Practical (2 @ 50 pts each)	100 points
Lab Assignments	40 points
Lab quizzes	50 points
<u>Intensive Writing Assignments</u>	<u>60 points</u>
Total Points:	1000 points

Final grades will be assigned as specified below:

Points Earned	Letter Grade
900 – 1000	A
800 – 899.9	B
700 – 799.9	C
600 – 699.9	D
Less than 600	F

Please note: You must earn a passing grade (60%) in both portions of the course (i.e. at least 450 points in lecture and 150 points in lab) to pass the course as a whole. That is, if you fail the lab, you also fail the course. You must attend the recitation in order to pass the course (for sections that have recitation scheduled). The instructor does not round grades.

III. Original Assignment Directions – self-select one assignment sheet that you have developed in one of your courses.

Writing Assignment 2- CBC Book “Threads” for BIOL245; Microbiology

Please take turns reading the copy of the book 'Threads' by Kate Evans. As you can see the story is based on the events happening in a refugee camp. It is CCBC's intention to inspire our students to have global and social awareness. Since the refugee crisis is a global issue that is affecting millions across the world, we would like our students to be aware of the happenings in our world. This story will address the difficulties and dangers the refugees face on a daily basis.

Our work for this semester is to acknowledge the situation and tie it to microbiology. I feel that I have a wonderful set of students who have inquisitive, beautiful minds. As we progress through our class, we will understand the disease process and how to control the spread of infections.

The following are some questions that I would like for you to answer. Please choose any 3 out of the 5 questions and answer them in detail based on what we learned in the principles of disease transmission and disease resistance chapters. Each answer should atleast contain 200 words. This assignment is worth 40 points.

Please use Times New Roman font, font size 12, single spaced word document to type out your answers and submit them using the “Assignments” link provided on Blackboard. Please be aware that all your assignments will be cross checked for plagiarism using SafeAssign software.

Please use the information gained in the lectures and other resources available to you to answer the following Critical Thinking Questions.

1. As large numbers of people were cramped in one refugee camp site, there is a greater chance for spread of infectious diseases like tuberculosis, measles, scarlet fever, etc. Please explain the epidemiology of disease, how does disease progress from endemic, to epidemic status?

Think of how the torrential rains flooded the campsite, how sewage and garbage was close to living quarters, rodents and other arthropod borne vectors that could transmit infections.

2. Portals of entry and portals of exit are crucial for transmission of infectious diseases. Please elaborate on the cycle/chain of disease transmission?

For example Salmonella infection requires a gastro-intestinal route of entry and exit. If it had a different route of entry, say, respiratory, it would not be able to manifest a disease condition.

3. When people from different parts of the world live together in a camp area for long periods of time, they were introduced to a whole new world of germs. Their immune systems would not be primed for novel microorganisms they would not have encountered in their part of the world. Please elaborate on the immunological principles of disease resistance?

For example, when Europeans came to America, the Native American population was decimated by the spread of small pox, a new and deadly virus for them. The mortality rate for small pox at that time was 30% in Europe, but it was able to kill 90% of Native Americans since the virus was a new introduction in a previously isolated continent.

4. Explain disease resistance. Why did some people survive the new world of infections and why did some others succumb to different diseases? What are the immunological features that give some an advantageous edge when it comes to disease resistance?
5. In order to gather a geographical idea of the places mentioned in the novel, can you point to the different countries that have a refugee crisis right now? Please print out the world map provided under the Assessments linked and mark where the country/countries you choose to talk about are situated. Discuss a few details about the crisis, like the number of refugees, the average time each refugee spends at the camps, data about the diseases that pose a risk to the camp members and to the surrounding residential public, etc..

Please use the following library link for more information on the refugee crisis and the graphic novel “Threads” -

<https://libraryguides.cbcmd.edu/threads/research>

Please click on all the tabs shown below (orange arrow pointing to the tabs) on the link.

You may also visit the WHO site for more real time data using the following link-

<https://www.who.int/migrants/en/>

Community College of Bal... x Research Basics - Threads: ... x Microsoft Office Home x Mail - Irajkumar@ccbcm... x Assignments - BIOL245 - ... x +

https://libraryguides.ccbcmd.edu/threads/research

Most Visited Getting Started https://accounts.goo... XtraMath

CCBC | LIBRARY

CCBC Library / Research Guides / Threads: From the Refugee Crisis / Research Basics

Threads: From the Refugee Crisis: Research Basics

The Community Book Connection book for 2019-2020 is Threads: From the Refugee Crisis by Kate Evans

- Home
- The Calais Jungle (and other refugee camps)
- Refugees
- Immigration
- Syria
- Kate Evans
- Research Basics

Locations

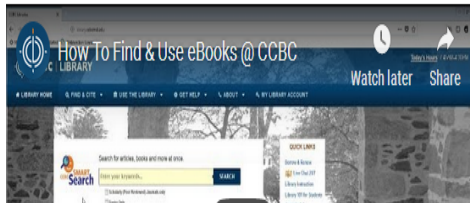
CCBC Catonsville Library
LIBR Bldg, 800 S. Rolling Rd
Baltimore, MD 21228

443-840-2730 Reference
443-840-2710 Circulation
410-455-6436 Fax
crefdesk@ccbcm.edu

CCBC Dundalk Library
COMM Bldg, 7200 Sollers Point Rd
Baltimore, MD 21222

Citation Help

- Citation Basics
by Anne Sleeman Last Updated Jun 3, 2019 23144 views this year
- Library 101 For Students
by Jamie Wilman Last Updated Jun 3, 2019 4021 views this year



Hours of Operation

Summer Semester (Monday, June 3 - Sunday, August 18, 2019)

Monday - Thursday	8:30 am - 7:30 pm
Friday	8:30 am - 4:30 pm
Saturday	Closed
Sunday	Closed

IV. Revised Assignment Directions – as per Workshop #3 requirements

Heredity Assignment for BIOL 110 –Molecules and Cell Biology

Students will describe about gene inheritance and what makes every person unique. They will also reflect about their opinion about race being a social construct. The topic draws on current theories in a disciplinary field and reflects current advances in educational research. It will be a writing project because the act of continuous reflection of a subject matter and analyzing it in one's own words has a high impact on improving student critical thinking skills.

The total number of words in all the answers combined should add up to at least 500 words. Please refer to your textbooks and write a detailed paragraph answer for each question. Please type the assignment on a Word document, so you can easily keep count of the number of words in your answer. Please upload the Word document on Blackboard under the tab created for submitting this assignment. The assignment is worth 40 points.

Students will have a brief introduction to the Human Genome Project and see how to find gene databases for analysis. Genome Sequencing is a recent branch of science that is making major breakthroughs in studying health and diseases. It will benefit the students to have an introduction to the topic of gene sequencing. Discussions are held during class times where peer reviews are conducted to help improve your writing assignment. To see the due dates, please refer to your course calendar.

Please refer to this Soft chalk lesson link to view the Assignment Instructions

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fccbcmd-bb.blackboard.com%2Fcourses%2F1%2FBIOL110.51060.202051%2Fcontent%2F_10002338_1%2Fdir_lesson.zip%2Findex.html&data=02%7C01%7C1rajikumar%40ccbcmd.edu%7C189b4d4a84eb4ba1d4cb08d7f459671f%7C2afa200077264920a9570397c340fc3d%7C0%7C0%7C637246537148656153&sdata=JpuPj4u5nbipw4S%2BJjVKXbjvOOBx5c%2FMuKavFf1oMk0%3D&reserved=0

V. Original Assignment Rubric – self-select one rubric or other scoring tool that you have used in one of your courses for the aforementioned assignment.

Use of facts and statistics	Major points are not supported with relevant	Very few major points are supported with relevant facts, statistics, and/or examples with citations	Most major points are supported with relevant facts, statistics, and/or examples with citations	Every major point is adequately supported with relevant facts, statistics, and/or examples with citations	Every major point is well supported with relevant facts, statistics, and/or examples with citations
Topic Knowledge	Virtually no content in the outline	Does not have a good understanding of the topic and the outline is not well fleshed out	Has a decent understanding of the topic and outline is complete	Understands the topic and has a well developed outline	Clearly understands in detail the topic and has a well fleshed out outline
Organization	Outline is not written well or ideas do not make sense/connect to the topic	Outline is poorly written and ideas seem random	Outline is well written with some flaws. Ideas are connected for the most part	Outline is well written and organized. There is a flow to ideas that is logical	Outline is very well written and organized. Ideas flow logically and are nuanced
Sources	No sources	Has fewer than two peer reviewed sources and/or many errors in citing. MLA or APA style	Has two peer reviewed sources that are cited with several flaws. MLA or APA style	Has two peer reviewed sources that are cited with minor flaws. MLA or APA style	Has two peer reviewed sources that are cited flawlessly. MLA or APA style

VI. Revised Assignment Rubric – per Workshop #4 requirements

Research Report : Heredity - "Truth About Stories"

Teacher Name: **Ms. Rajkumar**

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	All topics are addressed and all questions answered with at least 4 sentences about each.	All topics are addressed and most questions answered with at least 3 sentences about each.	All topics are addressed, and most questions answered with 2 sentence about each.	One or more topics were not addressed.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
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VII. New Informal Assignment Directions and Rationale – per Workshop

#2 requirements

This is a Free Writing Assignment that allows you to share your personal opinions/experiences about the Free Writing Exercise detailed below. The purpose of this assignment is to allow you to personalize ideas, explain concepts and develop critical thinking skills, using a low stakes assignment. When you learn to personalize ideas, through retaining concepts and verbalizing your thought process, you learn to write paragraphs on a narrative, cause and effect, and describe a process in your formal writing assignment later in the semester. You will learn new ideas for future writing assignments and improve your writing skills using this reflective process.

Read the following for the assignment directions

Assignment Title- Breathing words slowly *

Warm up:

List three wishes that you have

- 1)
- 2)
- 3)

Sprint:

Write continuously without pausing, rereading or evaluating.

(Free write your thoughts or you may continue with ideas, emotions or thoughts from the warm up).

Sit-ups:

Complete two lists:

- 1) List all the projects or activities on your to-do lists that need to be done by __/__/2020
- 2) List all the creative ways you can use a can of play dough.

Actual Practice:

Write about a troubling experience such as interpersonal conflict, stress or unfinished business. You may use a letter, dialogue, short story, poem or anything else that gives voice and meaning to troubling feelings.

Relaxation:

Write about the events of the day, or positive appreciations to whatever comes to mind.

“The words of the soul are like the body’s breath” by Jane Warren et al.

*A structure to begin Creative Writing (Adapted from Pat Rennie, for contemplative practice)

VIII. New Informal Scoring tool – per Workshop #2 and Workshop #4
requirements

**Breathing Words Slowly - Creative Writing for
Contemplative Practice**

Teacher Name: **Ms. Rajkumar**

Student Name: _____

CATEGORY	2 Points	1 Point	0 Points
Participation	Always participating in Creative Writing like Journaling, free writing exercises, etc..	Sometimes participates in Creative Writing	Never participates in Creative Writing
Practicing contemplative writing	Practiced contemplative writing as per instructions 3 times a week	Practiced contemplative writing as per instructions 2 times a week	Practiced contemplative writing as per instructions less than 1 time a week
Submitting materials	Always submits material that is recorded in the journal in a timely manner.	Sometimes submits material that is recorded in the journal in a timely manner.	Never submits material that is recorded in the journal in a timely manner.
Reflection on how the practice helped them improve their study habits	Always submits material that is recorded in the journal in a timely manner.	Sometimes submits material that is recorded in the journal in a timely manner.	Never submits material that is recorded in the journal in a timely manner.

IX. New Peer Review Scoring tool – per Workshop #4 requirements

Collaborative Work Skills : Peer Editing and Peer Review in Biology

Teacher Name: **Lakshmi Rajkumar**

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Feedback	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

Effort towards task	Work reflects this student\'s best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

X. Final Pedagogical Reflective Assessment (1 - 2 pages)

- a. A short, self-reflective response that discusses how completing the Writing Fellows Program has prepared or helped you to overcome challenges in improving your students' writing. With which elements are you particularly proud? Do you see any areas in which you intend to improve?

It has been a wonderful experience for me to be a part of this course with very helpful and knowledgeable instructors and peers. I learned about a lot of new ideas and techniques that have been tested to work wonderfully well in varied academic fields. I have also learned about the different areas that might be particularly hard for students to understand. I plan on breaking down the instructions and revisiting them at different time intervals during the semester to help the students stay on top of the timetable.

Peer review process is another tool I would like to introduce in my future classes. I have learned that it is a powerful mode of learning that not only improves students' writing but also their assessing of the assignment itself. They can learn the usefulness of rubrics and also how to follow the rubric by assessing their peers.

Scaffolding is another idea I learned in this course. Scaffolding works by getting students to handle a large task in small chunks. It prevents students' from feeling overwhelmed; instead they feel more in control when the task is offered as a scaffolded version. Scaffolding reduces anxiety, which in turn improves writing. Students' have more feedback offered at regular intervals, so they can correct any errors a lot sooner than waiting until the end.

I also learned to make useful and more descriptive rubrics using Rubistar, thank you for introducing me to the website. I also was able to analyze various journal articles where scholars have gathered vast amount of data about the fact that writing assignments improve the learning process. It helps retain information better and allows for critical thinking and feedback of study material. All of these are higher order thinking skills that increases the skill

and knowledge of our student body. I am very grateful for the opportunity to take this course. Thank you for a well structured and informative course. I plan on using all the wonderful tips and strategies I have learned here and spread the wealth of knowledge one course, at a time😊