

RHETORICAL MOTIVES OF IDENTITY, CONSUBSTANTIALITY, AND
HIERARCHY: AN ANALYSIS OF COMMUNITY COLLEGE
PROGRAM DOCUMENTS

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BY

ANGELA G. PARKIS PETTIT, B.A., M.A.

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DEDICATION

Dedicated to Bob R. Parkis
(1934 – 2005)

Parent, Friend, Encourager

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No task is worth doing or no goal worth setting if there is not someone on the sidelines encouraging you. The role of encourager is truly a thankless job for we often forget all the hours spent just listening, praying, or being nearby in silence for support. The words of encouragement have never stopped from my committee members, my family and friends over the last few years.

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As a first generation college student in my family, there has always been that extra invisible spur to complete the task. Each degree earned was a wonderful

accomplishment and a proud feather in my father's headdress. He apologized for not being able to be here to 'see me finish' but I know that he is watching from heaven and in his stoic and silent way, smiling his approval.

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ABSTRACT

ANGELA G. PARKIS PETTIT

RHETORICAL MOTIVES OF CONSUBSTANTIALITY, HIERARCHY, AND IDENTITY: AN ANALYSIS OF COMMUNITY COLLEGE PROGRAM DOCUMENTS

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The dissertation focuses on three academic programs at Tarrant County College, Northeast Campus, specifically the documents used to create and sustain these programs. The purpose of this study includes the following: first, to identify the terminology specific to each program and/or the documents used within the program; second and third to determine how the terminology creates identity and community for the Community College student and for the college; finally, to determine the rhetorical aspects of *kairos*, *ethos*, *logos*, and *pathos* of the documents as they apply to the communication between the community college and the students they address.

The methodology employed for this research was based on Kenneth Burke's theory of motives in which a careful understanding of word selection, document design and purpose, and target audience is key in analyzing motive and function of the documents in question. Primary archival documents for the Cornerstone Program were used as well as handouts, brochures, and the TCC mission statement to conduct a rhetorical analysis of content and design in order to understand the identity and hierarchy established between the college and the student population.

The conclusions of this dissertation suggest that the discourse between administrative documents and public documents is not always clear. Purpose and audience must occasionally be inferred. Further studies should be done quantitatively to determine the effectiveness of the documents for student success. Data is being collected for the Cornerstone and ACCESS programs at TCC and other programs like them at other colleges regarding student success. Data, however, is linked to student success and numbers of attrition and retention but not on how the program literature is influential in the outcomes. Further research needs to be conducted in this area to understand the impact on student success of the discourse between the community groups. At the time of this study, the ACCESS program is just beginning and documents are being generated as the program progresses. Likewise, as the Cornerstone program continues to evolve to address student needs, more artifacts are being generated. Therefore, a final suggestion is to monitor these artifacts in relationship to the original intent of the programs as they pertain to the changing needs and demographics of the student populations they target to ensure that the dialogue reflects the needs and goals of both administration and students alike. Surveys, interviews, and program data collection will be necessary to adequately determine the effectiveness of the TCC programs studied.

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PROLOGUE

In the fall of 1998, I walked into the Texas Woman's University writing center for the first time. Any apprehension I had about getting help with my writing was assuaged as soon as I met my tutor. Several sessions later after discussing brainstorming and invention strategies, working through various drafts, and reading and rereading drafts out loud to the tutor, I was a firm believer in writing center philosophy. Later that same semester, my tutor told me about the writing center internship course offered each spring. Her confidence in me, in my writing, and in my future as a tutor was the encouragement I needed to enroll in the course. The writing center internship course was a pilot program being offered to train students in becoming peer tutors for the writing center. The course, only offered in the spring semesters, covered writing center theory and pedagogy. We were introduced to the theories of Stephen North, Lisa Ede, Kenneth Bruffee, Andrea Lundsford, and Muriel Harris, among others. We discussed readings and theories, interviewed and observed tutors in the writing center, and participated in real and mock tutoring sessions. We were also encouraged to develop our own writing center philosophy and pedagogy.

Similarly, my introduction to writing-across-the-curriculum came during a graduate studies course in rhetoric and composition during the fall semester of 2001. This philosophy appeared to align with my own emerging teaching philosophy and pedagogy. Unfortunately, there was not an in-depth discussion of this intriguing program. Others in the class were not as smitten with the idea as I was, and the more I learned about the

were writing programs. I also learned about differing views of connections between writing centers and writing-across-the-curriculum programs. In 2001, I moved from working in the writing center as a graduate teaching assistant peer tutor to teaching a Freshman/First-Year Composition course, still as a graduate teaching assistant. Using the syllabus template with departmental and institutional goals and objectives for the course, I was able to adapt my assignments to fit my writing center/teaching philosophy and pedagogy. By the fall of 2002, I had created my own version of writing-across-the-curriculum.

Throughout the years of tutoring and teaching as a graduate teaching assistant, I attended writing center conferences, CCCC, and Computers and Writing conferences. Each session fueled my interest in both programs. I have always been able to separate the two programs in my mind and was confused when I heard others make statements that to have a writing center meant that the school also had a writing-across-the-curriculum program. The belief that the two programs are either one and the same or necessarily connected has been an on-going discussion primarily because of the various writing-across-the-curriculum definitions.

Therefore, I have pursued the definitions of these programs and have found that still many people consider the two programs as one. As with the notion that writing centers and writing-across-the-curriculum programs are the same, the misconception that a writing center is a place only for students who need help or remediation in grammar and writing is widely believed among faculty and students alike.

The various definitions and misconceptions have led to many scholars in writing center, writing-across-the-curriculum, and remedial education to discuss and publish on these ideas and practices. However, there is no information that I have been able to find that focus on the documents for these various programs.

My curiosity about the misconceptions and widely accepted notions of these programs caused me to ask what representations of these programs exist and who are the audiences for these representations? I chose to concentrate on a singular campus of the Tarrant County College District, specifically the Northeast Campus. Although there are five campuses within the TCC District, the NE campus is the home of the TCCD's attempt at a writing-across-the-curriculum/integrated program. As this campus also has both a writing center and a remedial education program, I decided to look into these programs to determine whether the documents themselves identify or perpetuate the ideas of 'oneness' between writing-across-the-curriculum, writing centers, and remediation and if so how. It is this rhetorical analysis of the basic documents of these programs that is missing in scholarship. Therefore, it is my hope that my research will show how these programs dispel the myths and misconceptions that the three programs are in fact one. This study is not intended to be all inclusive or definitive for all community colleges but rather a model to consider when creating or evaluating an institution's program documents.

CHAPTER I

MOTIVES AND METHODS: HOW INTEGRATED HONORS, WRITING CENTERS, AND DEVELOPMENTAL EDUCATION PROGRAMS IN COMMUNITY COLLEGES CREATE A VISION OF STUDENT SUCCESS

Discourse which refers to certainties is 'scientific;' discourse used in the pursuit of exploring for the probable is 'dialectic;' discourse aimed at persuading others to accept the seemingly probable is 'rhetorical;' discourse aimed at pleasing through internal and fictional probabilities is 'poetic.'

~ James Kinneavy, *A Theory of Discourse*

As Kinneavy notes, discourse takes many forms based on need or purpose.

Aristotle refers to *kairos*, or situation, being the driving force of discourse.

Acknowledging both Kinneavy and Aristotle, I find that the *kairos* of this study requires the “exploration for the probable” *dialectic* communication between documents and the persuasion of others “to accept the seemingly probable” desired program results through the rhetorical motives of word choice and document design. Therefore, let’s explore several key documents that enter into the *dialectic* and *rhetorical* discourse and identify strategic rhetorical and grammatical motives.

Student-Centered, Success-Driven: Three Community College Programs

The scope of this study encompasses three different programs at Tarrant County College (TCC), Northeast Campus, Hurst, Texas targeting honor students, all students, and at-risk students respectively: Cornerstone Program, Writing Center, and ACCESS.

Institutional effectiveness, accreditation, and community (global) outreach have inspired institutions of higher education to create, adapt, and use various information

documents. Among these documents are program guidelines, faculty handbooks, grant proposals, annual reports, course syllabi, and institutional mission statements to name just a few. Schools and their separate, but united, departments/programs do not come into existence without a detailed image of what the purpose, plan, goals, and objectives are for the school, faculty, and students. Although these images and ideals have a general common thread – to provide adequate education to students of all ages, races, creed, and gender – the final product of documentation is determined by the institution’s individual purpose and/or specialty. For example, a community college mission statement may appear similar to a four-year institution’s mission statement; however, it would not be prudent for it to be the exact same as each institution’s programs, geography, and financial support are different. For example, one of the major universities that TCC feeds into is the University of Texas at Arlington. Just thirteen miles away from the Hurst campus of TCC, UTA’s mission statement is markedly different than TCC’s. UTA’s statement reads:

The University of North Texas is a **recognized student-focused public research university** where we harness the **power of ideas** through a culture of learning based on diverse viewpoints, interdisciplinary endeavors, creativity and disciplined excellence. (source emphasis)

Whereas, TCC’s mission statement reads:

Tarrant County College provides affordable and open access to quality teaching and learning.

These motivational factors influence everything from the types of courses offered to the tuition required. The rhetoric involved in compiling these documents is suggestive of the motivation and determination of the respective institutions. Kenneth Burke suggests that this motivation has a specific ‘grammar’ and ‘rhetoric’. Burke acknowledges that humans rely on symbols and symbolic action to communicate in society. How these symbols are created, are understood, and are utilized help to define the communication act and the society that uses them.

As James Berlin notes in “Writing Instruction in School and College English, 1890-1985,” “English studies in public schools and colleges in the U.S. during the last hundred years or so has organized itself around the teaching of literature and composition—more specifically stated, the interpretation of literary texts and the production of rhetorical texts” (183), and although still true in many cases, the emphasis of specific college disciplines shifts as assessment of student success, retention rates, and economic concerns dictate. When these shifts occur, programs are created to address the specific needs identified at the college. It is the purpose of this study to look closely at the documents used to create and maintain such programs. In order to do so, I will begin by providing background information on the various educational movements and educational theories which have been instrumental in developing the Cornerstone Program, the Writing Center, and the ACCESS Program at TCC NE.

Bay Area Writing Project

The 1960s and 1970s were a major turning point for higher education. Colleges and universities experienced a rise in enrollment. Local communities began asking for

more accessible education, and educators began questioning their preparedness to teach as well as the quality of students' education. Community colleges opened more campuses and began offering liberal arts programs. They also began offering non-credit and non-academic programs as well as credit courses. In 1970 at the University of California, Berkeley, instructors came together and began the Writing-Across-the-Curriculum (WAC) program. The emphasis behind this program was to improve education by encouraging students to write in many content areas, not just English courses. In 1974, James Gray at the Graduate School of Education at the University of California, Berkeley, developed the Bay Area Writing Program (BAWP). The professional development goal of BAWP was to encourage high school writing teachers to teach each other in order to improve the teaching of writing. By 1991, the BAWP gained federal and national funding and recognition and became the National Writing Project (NWP). The WAC movement aligned itself with NWP's workshop methods and equality ideals as well as forming alliances with critical thinking and writing centers movements in higher education.

National Writing Project

According to the National Writing Project web site, the beginning of NWP is in essence the Bay Area Writing Project.

By 1976, the NWP had grown to 14 sites in six states. Over the next 15 years, the network continued to grow, with funding for writing project sites made possible by foundation grants and matching funds from local sources. In 1991 NWP was

authorized as a federal education program, allowing the network to expand to previously underserved areas. (4)

The Bay Area Writing Project and the National Writing Project operate today as resources for teachers K – 16. Each program continually strives to improve writing and learning environments in schools across the nation.

Writing-Across-the-Curriculum

The Writing-Across-the-Curriculum movement ‘began’ in the late 1970s, at the University of California, Berkeley. However, David Russell has catalogued related efforts and examples of WAC and WID within the United States from 1870. Likewise, the European educational system had a similar emphasis of “language across the curriculum” (*LAC: A Language for Life*), which was government-sponsored research in the United Kingdom from 1965 to 1975.

The American WAC’s primary emphasis was ‘learning to write’ although the phrase that is most often associated with WAC through the work of Fulwiler, Young, and others is ‘writing to learn.’ Both phrases have come to represent Writing-Across-the-Curriculum in American education. WAC became a popular way to address the ‘literacy crises of the 1970s and in many ways a response to the *Newsweek* cover article in December 1975, “Why Johnny Can’t Write.” Elaine Maimon began rhetoric seminars for faculty across the disciplines in 1975 at Beaver College (PA). The Beaver College program was the first to receive a federal grant for WAC from the National Endowment for the Humanities (Maimon).

Community Colleges

The Bay Area Writing Project and the National Writing Project have a long history in the role of academic success; however, community colleges must not be overlooked in higher education history. Community colleges have their beginning with the Joliet Junior College over 100 years ago. Like community colleges today, Joliet Junior College was a direct response to the community desire and need to have accessible higher education. Today, there are 1,039 community colleges¹. According to the American Association of Community Colleges, community colleges provide a necessary service.

Community colleges are a vital part of the postsecondary education delivery system. They serve almost half of the undergraduate students in the United States, providing open access to postsecondary education, preparing students for transfer to 4-year institutions, providing workforce development and skills training, and offering noncredit programs ranging from English as a second language to skills retraining to community enrichment programs or cultural activities.

Community colleges began as service courses attached to high school diploma programs. These courses provided additional areas of studies for students to enter the workforce upon graduation. As the interest in these courses grew, so did the scope of the community college. These venues of higher education also allowed more women to

¹ The University of Texas at Austin's website lists all of the national community colleges by state. (<http://www.utexas.edu/world/comcol/state/>) updated June 20, 2011.

enroll in courses that prepared them to teach. In the early days of education, teachers were not required to have a bachelor's degree to teach K-8, therefore, many community college students were women preparing to enter the teaching profession. Although the requirements for teachers have changed over the decades, the concern for preparing students to enter the work force has not. Community colleges are again focusing their efforts on the local and national skilled labor force and what they can do to ensure the "country's economic strength" (AACC).

Tarrant County College

In the early 1960s, citizens in the Hurst, Euless, and Bedford area of Texas seriously began considering the formation of a junior college district in Northeast Tarrant County. On July 31, 1965, the voters of Tarrant County approved the sale of \$18,144,000 in bonds for construction, elected a seven-member Board of Trustees, and approved taxes for debt service and operations. These actions resulted in the creation of the Tarrant County Junior College District.

The first campus built was the South Campus located in South Fort Worth just off Interstate 20. The campus' first year in 1968 was such a success that plans quickly began to consider other campus sites. The next planned campus was the Northeast campus located in Northeast Fort Worth within the Hurst city limits. The campus would be built on 187 acres with nine buildings and an expected enrollment of 3,000. The first semester of the NE campus was combined with the South campus while the NE campus construction was being completed. The enrollment of the combined campuses reached 7,350, a 72% increase over the previous year at South campus alone of 4,272. The

enrollees for the NE campus were 1,150, well over the 600 – 700 expected for the first semester. At the opening of the NE campus, the school was dedicated “to all the people” by Dr. Joe Rushing, President of the Tarrant County Junior College system.

The Tarrant County Junior College system continued to plan additional campuses. The next campus slated for construction was the Northwest campus. The campus would be built on 193 acres donated to Tarrant County Junior College District by the Walsh family. The Northwest campus was to be completed in the early 1970s with 11 buildings. The next campus to be constructed was begun in 1987 in Southeast Arlington, Texas, along Interstate 20 and Highway 360. This campus was built on 193 acres with only one large building. In 2001, three more buildings were added and an additional 123 acres were purchased. The final campus was the downtown campus now being called the Trinity River Campus. This campus originally slated to be built from the ground up on both the north and south edges of the Trinity River, was changed when the Fort Worth RadioShack Corporation agreed to sell building space in June 2008. Construction for the Trinity River Campus will continue on the south edge and enrollment began in the Fall of 2009.²

Theories

Burkean Theory

Kenneth Burke wrote from the 1920s to the 1960s on his theory of language use as symbolic action. Burke clearly identifies the use of *rhetoric* as a key element of language use in his theory of symbolic action. Symbolic action refers to the human

² Additional Tarrant County College history is available on the TCC district web site under Master Plan

understanding of communication by way of symbols and all communication is conveyed through a series of symbols specific to the culture. However, he also develops his own theory on theory. Burke suggests that theories are themselves “terministic screens” or “perspectives by incongruity” in which they provide a focus on a subject at the same time dictating a focus off of it. As Burke developed his theories on symbolic action and his theory of the Pentad, consisting of the five terms of dramatism³, he also recognized the process of revising or changing theories to suite the purpose. Burke says that language is both individual and social and that forms can be understood both in isolation and in contexts.

Burke’s theory on theory follows his theory of symbolic action in that he suggests that humans are symbolic in nature and that as such they theorize and practice criticism on a daily basis. He suggests:

We must keep trying anything and everything, improvising, borrowing from others, developing from others, dialectically using one text as comment upon another, schematizing; using the incentive to new wanderings, returning from these excursions to schematize again, being overly subtle where the straining seems to promise some further glimpses, and making amends by reduction to very simple anecdotes. (1950, 265)

Burke’s theory of language as symbolic action is the development and redefining of the pentad and its components. In *Grammar of Motives*, Burke claims that all

³ Burke’s pentadic terms of dramatism are used to refer to the person or persons (*agent*) performing the *act* (what was done), *scene* (the situation in which the act occurred), *agency* (how the agent did it), and *purpose* (why it was done).

communication can be identified by answering two questions – What are people doing? and Why are they doing it? (xv). Burke can also be situated in other theories of symbolic form such as Ernst Cassirer’s theory of symbolic form and J. L. Austin’s speech act theory⁴. According to Kennedy, Burke’s concept of theory is that “theories are abstractions from situations and strategies for encompassing situation; they are motivated and purposeful actions or practices” (9-10).

Composition Theory

Composition theory (and practice) can be traced back to the 1800s. However, as Stephen North points out in his work *The Making of Knowledge in Composition: Portrait of an Emerging Field*, composition pedagogy as we know it today was ‘born’ in 1949 when the Conference on College Composition and Communication (CCCC) was constituted. (9) Since that time, the role and scope of composition in higher education has been in a state of constant flux. Composition is a part of the liberal arts and as such is viewed as either less or more important in focus of education. The paradox is that composition is a core curriculum course and is part of every student’s education from early on in education, yet it is debated as to the importance of such a course or the significance, with respect to its emphasis, on students’ overall education.

Writing-Across-the-Curriculum Theory

The theoretical sources of Writing-Across-the-Curriculum stem from the “literacy crisis” and the concern of instructor development. The primary theory is based on the

⁴ J. L. Austin’s speech act theory is discussed in Mitchell Green’s “Speech Acts”, *The Stanford Encyclopedia of Philosophy (Spring 2009 Edition)*, Edward N. Zalta (ed.), <<http://plato.stanford.edu/archives/spr2009/entries/speech-acts/>>.

“learning to write” emphasis taken from British research. This research was modified and adapted to the American educational goals and situations by the work of such Americans as Mina Shaughnessy, Janet Emig, Peter Elbow, and Linda Flower. A strong foundational theory of Writing-Across-the-Curriculum has been the “process” theory as identified by the work of Emig, Flower, and Nancy Sommers in the 1970s. This theory is based on their studies of inexperienced and experienced writers’ writing habits. In the 1980s, “learning to write” came to mean a process that moved the student, regardless of the discipline from informal writings, in “journals” (Fulwiler) for example, toward more formal writings characteristic of academic or workplace prose situated in the student’s discipline.

Theories about institutional change were the focus of WAC’s developing pedagogical goals for success where “writing to learn” and “learning to write” principles were applied across institutions. Although the “literacy crisis” can be said to be the impetus for the WAC movement, it is the faculty-development principles central to the Bay Area Writing Project and hence the National Writing Project that truly gave WAC the foundation necessary for sustained success.

Writing Center Theory

Writing center theory and theorizing are difficult to separate from classroom or composition theory. As writing centers are often seen as duplications of the composition classroom goals, then the theories are necessarily merged. As Peter Carino notes, “any theorizing must consider the center’s place within the larger context of academe, where centers are not valued for their disciplinary status but for the effect of their practice on

such matters as grades, retention, and service” (“Theorizing” 24). However, there are two dominant theories in writing center studies – one based on an historical perspective that explicates the origins, growth, and subsequent development of writing centers and the second that places collaboration theory at the heart of writing center work. These two theories are so closely intertwined that they cannot truly be separated as theoretical ideals.

Writing centers are often seen as service centers to the institutions and therefore are usually embedded in literacy theory. Writing centers are challenged to identify themselves according to the ‘discipline’ that claims them. Because writing center work with literacy is generally seen as subordinate service work for the institution, writing centers then become marginalized sites within the institution. However, writing centers are grounded in the theory of empowering the student and removing the barriers of writing as found in the composition classroom. (Bruffee, North)

Basic or Developmental Education Theory

Basic or developmental education is foundationally propaedeutic. Regardless of level, developmental education is grounded on the theory of readiness. The Basic Education Coalition’s mission statement states: The mission of the Basic Education Coalition is to raise support for quality basic education as a key element in economic development and human well-being. Similarly, the U.S. Department of Education’s mission states: “ED’s [sic] mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal success” (www.ed.gov). Although in Texas, where the education system is answerable to the

TAKS test in grades 3-11 and colleges require basic entrance placement or assessment, the number of students entering college requiring developmental instruction is rising. Therefore, the National Center for Developmental Education supports college administrators and educators as we continue to provide for the developmental education student body. The NCDE's mission statement states: "The mission of the National Center [of Developmental Education] is to provide resources for educators who work with underprepared adults in college and university settings." In order to provide for the developmental education student population and to fully prepare them as the Texas Higher Education Coordinating Board (THECB) suggests in the published standards Texas College and Career Readiness Skills, it is our responsibility to make this student-body 'college and career ready'.

The field of developmental education supports the academic and personal growth of underprepared college students through instruction, counseling, advising, and tutoring. The clients of developmental education programs are traditional and nontraditional students who have been assessed as needing to develop their skills in order to be successful in college.

(NCDE)

Terms and Questions

The term *artifact* refers to an object of study. In *Rhetorical Criticism* 2nd ed., Sonja Foss asserts that "rhetorical criticism is the process of systematically investigating and explaining symbolic acts and artifacts for the purpose of understanding rhetorical processes which include systematic analysis, symbols as objects of analysis and a

purpose of understanding rhetorical process” (6-7). The rhetorical criticism of the foundational documentation (i.e. grants, operations, mission statements, etc.) will be the primary focus of this doctoral investigation. I use Burke’s theory of rhetorical motives and language as symbols to analyze the three program artifacts. Within these theories, Burke defines how his theories support individual *identity*; he coins the term *consubstantial*;⁵ and he implies that through motives of communication, *hierarchy*⁶ is established and maintained. The following questions are explored in this research:

1. What are the rhetorically motivational implications of the program documents of each program at institution?
2. What was the historical motivation of each program, and how was that purpose achieved rhetorically?
3. How does the frequency of key terms establish Burke’s rhetorical motives and language as symbols theories in the Cornerstone Program artifacts?
4. How does the frequency of key terms establish Burke’s rhetorical motives and language as symbols theories in the Writing Center artifacts?
5. How does the frequency of key terms establish Burke’s rhetorical motives and language as symbols theories in the developmental education ACCESS program artifacts?

⁵ According to Burke, *consubstantial* (or *consubstantiality*) is a natural development of identity. The example Burke provides is that of a child, who although is an individual and therefore has a separate identity from the parents, the child also identifies him or herself *with* the parents in an attempt to establish their own identity, thereby being at once an individual identity and *consubstantial* with the parents. (*Rhetoric of Motives* 21)

⁶ Burke’s concept of *hierarchy* is implied as he discusses language as symbols and society’s use of language to establish authority.

Literature Review

Each year colleges and universities across the nation find themselves assessing and reassessing their current and past strategies in order to determine the best practices to keep and to determine which of the practices deserve either another attempt or should be filed for later reconsideration. One of the many disciplines to undergo this assessment is the humanities, more specifically, First-year Composition. First-year Composition or Freshman Composition is a key component in core curriculum for all public degrees. Although these courses must comply with accreditation criteria, how an institution presents them is generally aligned with the individual institution's goals and objectives.

There is an inarguable store of scholarship on composition theory. The scholarship on writing centers and developmental higher education is not quite as abundant; however, it is ever growing. For organizational purposes, each area will be addressed individually within the literature review through the lens of rhetoric. Each of these areas is intended to build on one another in order to investigate and understand the language used in Community College program documents.

My intended audience includes individuals in academia and lay individuals interested in community college administration and instruction. Considering my intended audience, I knew individuals reading my dissertation would already have a basic knowledge or at least a genuine interest in the field. I, therefore, excluded introductory texts focusing on the earlier theoretical aspects of composition and basic education programs. In order to provide a comprehensiveness and relevance in the fields, I have selected only a few texts to present in this literature review to that end.

Rhetoric

Kenneth Burke's *A Rhetoric of Motives* outlines the tenants of rhetoric as he understands them. The text is divided into three sections: 1) The Range of Rhetoric, 2) Traditional Principles of Rhetoric, and 3) Order. It is the second section of Burke's theory on motives that is a key component in this dissertation. Burke's text is "a job of reclamation" in which he is "showing how a rhetorical motive is often present where it is not usually recognized, or thought to belong" (xiii). The use of rhetoric as a means of *identification/identity* and *consubstantiality* as defined by Burke informs this study.

Likewise, in Burke's *On Symbols and Society*, Burke readdresses the use of rhetoric as it informs and shapes society. Burke draws on a previous premise in his work *A Grammar of Motives* in which he identifies a social structure, and within that social structure, rhetoric helps to establish authority or *hierarchy* that is the source of order and acceptance or rejection in society.

Similar to Burke's concerns about rhetorical motives and language as symbolic action, in *An Introduction to Discourse Analysis Theory and Method*, James Gee argues that there are "two [primary] functions of human language: to scaffold the performance of social activities (whether play or work or both) and to scaffold human affiliation within cultures and social groups and institutions" (1). Gee suggests that within these functions language-in-use [sic] is "everywhere and always 'political'" (1).

As Burke and Gee each address discourse as motives and functions of human language, James Kinneavy argues in *A Theory of Discourse*, that discourse serves many purposes depending on the desired outcome. "The aim of discourse determines

everything else in the process of discourse. ‘What’ is talked about, the oral or written medium which is chosen, the words and grammatical patterns used—all of these are largely determined by the purpose of the discourse” (48).

Although Mikhail Bakhtin’s *The Dialogic Imagination* is primarily concerned with conversations between literature and the reader, this work is as significant to the understanding of rhetoric as is Burke’s. Bakhtin’s premise is that “the author participates in [the novel] with *almost no direct language of his own* [sic]” (47). Bakhtin is suggesting that the author uses the language necessary to communicate to the audience by using the language that is not his own, but that of the audience. Bakhtin also argues that texts themselves—because of the audiences’ languages—engage in a dialogic conversation, i.e. for the purposes of this study, how a marketing brochure responds to the grant proposal or the institution’s mission statement.

James Herrick’s *The History and Theory of Rhetoric: An Introduction* explores the definition and uses of rhetoric in modern situations and then examines the origins and history of rhetoric beginning with the Sophists in Ancient Greece. It is Herrick’s “five distinguishing characteristics of rhetorical discourse” that is most influential in this study. Herrick posits these distinguishing characteristics as a “systematic presentation” and explores the concern that “some scholars make communication and rhetoric synonymous” while arguing that in so doing, this approach “seems to ignore genuine and historically important distinctions among types of communication ranging from information and reports through casual conversations to outright propaganda” (7).

In *The Philosophy of Rhetoric*, I.A. Richards maps rhetoric through the “Art of discourse” and examines the written word as compared to the spoken word. In his fifth ‘Lecture’ or chapter on Aristotle’s *metaphor*, Richards remarks,

In asking how language works we ask about how thought and feeling and all the other modes of the mind’s activity proceed, about how we are to learn to live and how that ‘greatest of all,’ a command of metaphor—which is great only because it is a command of life—may best, in spite of Aristotle, ‘be imparted to another [sic]. (95)

Composition

Composition courses are part of core curriculum for all students; however, institutions create and assess composition courses in a fashion that often times is experimental, however based on theory or scholarship. For example, here is the note to teachers from Elbow’s *Writing without Teachers*:

Though I particularly want this book to help students not enrolled in a writing class and people out of school altogether, nevertheless I think that most of the book will also be useful to students in a writing course. No matter what kind of writing course it might be, no matter the age group, students will benefit from the freewriting exercises, the model of the writing process, the advice for self-management based on that model, and the techniques for finding out what words do to actual readers.

In proposing the teacherless writing class I am not trying to deny that there are good writing teachers. I know a few and it is impossible to miss them:

they are the people who simply succeed in helping most of their students write better and more satisfyingly. But they are exceedingly rare. Any such teacher should keep up whatever he or she is doing and try to tell others what it is. Any student of such a teacher should also keep it up and be grateful.

But in proposing the teacherless writing class I am trying to deny something—something that is often assumed: *the necessary connection between learning and teaching*. The teacherless writing class is a place where there is learning but no teaching. It is possible to learn something and not be taught. It is possible to be a student and not have a teacher. If the student's function is to learn and the teacher's to teach, then the student can function without a teacher, but the teacher cannot function without a student. ... I think teachers learn to be more *useful* when it is clearer that they are not *necessary*. (xi-x)

Where Elbow's work focuses on the student, Stephen North's work focuses on the scholars or experts in the field of composition. Stephen North's *The Making of Knowledge in Composition: Portrait of an Emerging Field*, outlines the history, definition, and practices in the "field of Composition [sic]". North explains that composition moves through educational reforms gaining importance and hence becomes Composition with a capital 'C' (9). The role Composition plays in the educational schema is outlined in North's text. In chapter four, North argues that the (then) scholars

of Composition were providing information, but there was a disconnect between the scholars and the researchers – those putting “modes of inquiry” into practice (135).

Writing Centers

In *Writing Centers: Theory and Administration*, Gary Olson suggests that writing centers are “an indispensable adjunct to many college and university writing programs” (vii). As with most texts on writing center theory and administration, Olson’s text is an anthology in which many of the advocates of writing centers contribute and share ideas and best practices in true writing center fashion. The text is divided into three sections: 1) Writing Center Theory, 2) Writing Center Administration, and 3) Special Concerns. Within this one text, Olson and the contributing authors, Kenneth Bruffee, Stephen North, Lil Brannon, and Jeanette Harris to name a few, posit the purpose and desired outcomes of writing center practices in the college setting.

In *Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management*, editor Linda Myers-Breslin brings together many well-known names including Muriel Harris, Louise Wetherbee Phelps, Barry Maid, and Lisa Gerrard with a preface by Douglas Hesse. As with the Olson text, Myers-Breslin’s text outlines the concerns surrounding writing center administration, writing program support, and making the transition into the new millennium. The key contribution this text makes to scholarship is that it poses three issues needing to be addressed for the upcoming writing program administration (WPA) generation: 1) at the time of publication, Hesse claims “professional literature on writing program administration has reached a critical mass,” (2) the question “What should a writing

program be and how should it be run?” was beginning to be asked and Hesse argues that to pose this question “is to enact a powerful heuristic for exploring fundamental questions of writing, learning, and literacy” (x), and 3) WPAs positions are not easily defined and are often placed in competing environments between students, colleagues, and departments.

Developmental Education

In the Spring 2009 edition of the peer-reviewed journal *New Directions for Community Colleges*, the volume is devoted to the concerns surrounding college students’ college and career readiness. In the second chapter, “Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College,” Thomas Bailey argues that although the developmental student population is on the rise, there is also “a growing commitment to better evaluation and quantitative analysis of student progression in community colleges that promises a more systematic and informed process of program and policy development” (12).

Building on Bailey’s remark of the perceived changes in development programs, Hunter Boylan explores those changes through best-practices and suggested administrative approaches. Hunter Boylan is the current Director of the National Center for Developmental Education, and in his publication (2002) *What Works: Research-Based Best Practices in Developmental Education*, institutions of higher education from across the nation have been surveyed and evaluated in order to establish what current methods of instruction and administration is working for the developmental student population. Boylan’s advice is that all developmental programs establish a separate

mission statement and list of goals and objectives apart from the institution. He claims that only then will the developmental program truly have a unified focus and a quantifiable assessment tool to determine effectiveness.

Writing-Across-the-Curriculum

In this dissertation, I have not addressed Writing-Across-the-Curriculum specifically, but as Toby Fulwiler and Art Young explain in *Programs That Work: Models and Methods for Writing Across the Curriculum*'s introduction, not all WAC programs are developed the same, nor do they function the same. As the title of the program indicates, many institutions define WAC in as many different ways as there are purposes for the program. For this study, WAC is defined as integrated writing in the disciplines. The TCC Cornerstone Program structure lends itself to the WAC definition in that English Composition and History, Government, and Philosophy are team taught with an emphasis on critical thinking exhibited through writing assignments. Similarly, the ACCESS developmental education program requires writing in the Writing Techniques I and II, Reading Techniques I and II, S[T]udent Success Class (STSC), and in the Psychology 101 courses. As well as these integrated courses, the TCC NE Writing Center is an integral part of the WAC initiative as it provides a service to all students in all disciplines.

Moreover, Chris Anson's bibliographic text *The WAC Casebook: Scenarios for Faculty Reflection and Program Development* is an important text to consider when discussing WAC. Anson remarks in the introduction that "using narrative accounts of teaching situations ... adopts a recent innovation in faculty development" (xi). It is the

function of conversation and discussion that results in the documents such as the ones being analyzed in this study. As Anson points out, it is not just students who are learning, but also the faculty. (xi)

Susan McLeod, Eric Miraglia, Margot Soven, and Christopher Thaiss's edited text *WAC for the New Millennium: Strategies for Continuing Writing-Across-The-Curriculum Programs* provides articles by scholars in the WAC community addressing the various concerns, problems, and theories surrounding WAC programs. Elaine Maimon suggests in the foreword that "[L]ike every education reform movement, WAC has developed within the paradox of the academy, the simultaneous commitment to conservatism (the preservation of knowledge) and to radicalism (the generation of new knowledge). WAC's staying power as an educational reform movement is based on its resilience in resolving this paradox" (vii). It is this paradox that allows WAC programs to continue to develop in the parameters of an institution's needs.

Methodology

The methodology of this research is based on similar research by David Gold, whose work looks at archived material from Texas Woman's University, and Barbara L'eplattenier's seminal work with archives in composition and rhetoric. A close analysis of archived and marketing program documents for Writing-Across-the-Curriculum, writing center administration, and developmental programs provide a rich research opportunity. Self-assessment is done through administrative goals and objectives, SACS accreditation, and program evaluation through institutional effectiveness. Although working with archives and archival documents is not new to research project, close

reading of program documents, if done, has not been recorded. Therefore, I have chosen to look at three programs that target specific groups in the Tarrant County College community, specifically at the Northeast campus.

Burke's theories are used for the critique of these program documents because of his rhetorical emphasis on purpose, audience, and identity. Instructors of composition stress purpose and audience in the writing process and, as an instructor of composition, I believe it is important to also understand the rhetorical purpose and audience of the documents used to establish and maintain the writing programs in which we teach as well as understanding how these documents help to establish or maintain identity in the college community.

Rhetorical Analysis

Burke's theories of symbolism and motives are being used in this study to identify the possible ratios and meanings of the words, phrases, and arrangement of program documents. Burke's ideas about his own theories were that they should be changed and adapted to fit the need of the theorist. Aristotle explained the rhetorician's use of a given situation to appeal to a particular audience for a specific purpose as 'situational rhetoric' or *kairos*. Situation for Burke is a motive for communication that also has underlying motives to establish *identity, hierarchy, and consubstantiality*.

The TCCD mission statement is reviewed and analyzed using Burke's theory of rhetorical motives and language as symbols. The reason for looking closely at the mission statement is that these statements are part of the public/global community introduction to the institution. The TCC mission statement can be found on the school website and is

therefore ‘speaking’ to a large audience. Analyzing the mission statement will provide a basis for the analyses of the remaining documents.

The grant proposal for the Tarrant County College Cornerstone Program is analyzed as the foundation of the program. Burke’s theory of symbolism is applied to this document because it adheres to specific guidelines of organizational proposal documentation. The purpose of analyzing this document is to consider the symbolism and dialectic as they apply to an outside audience.

The TCC NE Writing Center instructional materials available to students are part of this study because they service all students in the TCC community. These documents often have dual audiences; therefore, they are analyzed using the symbolism theory as well as the motives theory.

Finally, the developmental education ACCESS program grant proposal and marketing brochure is analyzed also using Burke’s theories. These artifacts are the defining documents for the program developed in response to the Texas Higher Education Coordinating Board’s request to address the growing college developmental education student population.

Key Terms in Analysis

As the focus of this study is to determine how the language used in the institutional documents establishes *identity*, *consubstantiality*, and *hierarchy*, I have isolated key terms within the documents used throughout the parameters specific to the targeted programs. The following terms are targeted as common among all of the

programs documents: *student*, *college*, and *success*. Other key terms specific to the individual programs are: *access*, *skills*, *write/writing*, *you/your*, and *reader(s)*.

Chapter Review

The artifacts from each TCC NE program are analyzed separately in respective chapters.

Chapter Two, “History in the Making: Program Adaptation at Tarrant County College,” is a close ‘reading’ of the program documents at Tarrant County College’s Northeast Campus English Department. The artifacts being read and analyzed in this chapter are the institution mission statement and Cornerstone Program grant proposal documents. Each of these artifacts is critiqued using Burke’s theory of motives and symbolism as it applies to rhetoric, whereas the dialogue of the documents is analyzed using Bakhtin’s theory of dialogism to explore the ‘conversation’ between texts in order to determine a coherence of purpose.

Chapter Three, “Student Success: The TCC NE Writing Center,” looks closely at the documents used for tutoring and assisting students in the TCC Writing Center program. Documents are analyzed rhetorically for *kairos* and *ethos*, as well as how they establish *identity*, *consubstantiality*, and *hierarchy* within the student and institutional communities.

Chapter Four, “ACCESS: Engaging the At-Risk Student,” looks at the only public document available for the new development education program at Tarrant County College, NE. ACCESS establishes cohort learning groups with first-time college students. This chapter analyzes the brochure used for marketing this program to students

and the community and the grant proposal pages specifically isolating the ACCESS program using Burke's theories and the rhetorical appeal *ethos*. The grant proposal pages chosen have been isolated as the proposal address several different developmental programs across the TCC District, and it is the scope of this dissertation to focus only on the Northeast campus program.

Chapter Five, "Summations, Implications, Limitations, and Recommendations," summarizes the major themes of this investigation and suggest implications for and limitations of Writing-Across-the-Curriculum, Writing Center Program and Developmental Education Program sustainability. The recommendations point to future areas of research and future considerations in document and program analysis.

CHAPTER II

HISTORY IN THE MAKING: WAC PROGRAM ADAPTATION

The focus of this chapter is the Tarrant County College District's (TCCD) desire to reach a student population that had not been serviced up to the date of the proposal (1989) and the rhetorical analysis of the grant proposal for the humanities honors program – Cornerstone. The analysis includes Burke's theory of rhetorical motives and language as symbols.

Direction

The primary purpose of Tarrant County Junior College was and still is to provide an affordable and closer alternative to the four-year university. At the time of the construction of the first campus, the closest college was in Arlington. In 1965, the 35 miles between Fort Worth and Arlington was a considerable distance. The hope was to bring to the local community a higher education institution that was closer to home and more affordable than the four-year university, while helping the local businesses by educating and training future workers.

This hope is expressed not merely as a hope, but as a statement of fact in the Tarrant County Junior College mission statement. The statement claims: **Tarrant County College provides affordable and open access to quality teaching and learning.** The name of college has changed over the years to represent the growing concern of the implications represented by the term 'Junior' as being inferior to the four-

year university.⁷ However, the mission statement itself has changed very little. (See Appendix A)

Rhetorical Motives: Word Choice

The page parameters of the Cornerstone proposal cover the first page beginning with the program summary through page 16. The scope of these pages identifies the purpose of the proposed program, the rationale for the program, institutional summary of TCC (then called Tarrant County Junior College) including faculty characteristics, faculty needs, student characteristics, and student needs, background information for the Cornerstone Program itself, the proposed curriculum, and the “Faculty, Students, Articulation” section which explains the phases of the proposed program.

Table 1

Key Terms in Cornerstone Document

KEY TERM	# OF OCCURENCES
Student(s)	31
Curriculum	25
College	8/10
Coherent/Coherence	9
Rigorous	6
Success	1

⁷ Tarrant County Junior College District changed its name in February 1999 to Tarrant County College District. The name change was in part due to the desire to dispel the sense that the term “Junior” suggests the college is “inferior. This is why the word “junior” is avoided in the title of many community colleges.” Fort Worth Star Telegram (July 25, 1970)

Although the key term *student(s)* is used a total of thirty-one times throughout the first sixteen pages of the Cornerstone proposal, almost all occurrences are singular in use. The significance of this is that the rhetor of the proposal views the students as diverse in definition as in population. The most common adjective used in connection with the term *student(s)* is “high-ability.”⁸ This adjective is in effect synonymous with ‘Cornerstone’ and the other adjective used -- “eligible” -- because the Cornerstone Program is an honors program. Therefore, students must exhibit a level of comprehension and writing ability that surpasses the entrance exam requirements, which in turn makes the student “eligible” for the program.

The next most frequently used term in the Cornerstone proposal is *curriculum*. Similar to the term *student(s)*, *curriculum* is used in almost as many references as the term appears in the artifact. This equality in reference use indicates a significant correlation between the importance of students and the importance of the curriculum. The most frequent connection is with the adjective “humanities-based,” which in itself identifies the scope and purpose of the Cornerstone program. As the target audience for the Cornerstone proposal was the National Endowment for the Humanities, it is expected that the term should be used in conjunction with the identifier being “humanities-based.” The next most common usage of the term *curriculum* is seen in two instances in which it is connected with the phrase “coherent humanities” *curriculum*. Rhetorically, this raises a question as to the meaning of *coherent*. It must be understood that first and foremost, the

⁸ All words referenced in connection with the key words in this chapter are found within the page parameters of pp 1-13 of the Cornerstone grant proposal. See Appendix B.

use of the term *coherent* is in direct response to the higher education focus during the late 1980s. This term in no way suggests that the curriculum being used within the various disciplines at TCC were ‘*incoherent*’, but is indicating that a collaborative effort along the lines of Writing-Across-the-Curriculum is desired.

The next term most frequently used within the first sixteen pages of the Cornerstone proposal is *coherent/coherence*, which is used a total of nine times. Two of the instances are related to “humanities curriculum” and two other uses are with “humanities program.” The remaining five times in which the term is used are all in connection with either the term “program,” “curriculum,” or “humanistic studies.” Although the term is not used as frequently as *student(s)* or *curriculum*, it is a major emphasis of the proposal as it is found within the first line of summary and within the subtitle of the grant proposal.

The next most frequently used term is *college(s)* in which the proposal uses the term primarily with the term “community” a total of six times, “American” and “liberal arts” once each, and with the identifier “The” two times. Interestingly, this term is not used in conjunction with any of the other key terms isolated for this study.

The next most frequent key term used in the Cornerstone grant proposal is *rigorous*, which appears a total of six times. As with the other key terms identified within the parameters of this document, *rigorous* is used six different times in six different contexts. The repetitive use of the term suggests an attempt to connect the various aspects of the program, i.e. students, curriculum, academics, humanities, and study as being equal in importance to the program. The repetition may also indicate a dialogic exchange with

the target audience in that the term *rigorous* indicates commitment that was significant in 1989.

The last key term selected for analysis in this artifact is *success*. The term is only found one time within the parameters of the document selected for study; however, the inference can be made that “high-ability *students*” working within a *rigorous coherent* humanities-based *curriculum* would necessarily result in *success*. The *success* then comes from the number of students who complete the program and are able to transfer to a four-year university.

Identity

Kenneth Burke recognizes that the use of language and the relationship of words and society help to create a sense of *identity* with groups and individuals. Burke names the individuals employing these rhetorical strategies and ‘rhetors’; therefore, the term rhetor will be used for the artifact composer(s). For the purposes of this analysis, *identity* is used as a lens in which to determine ‘how’ identity is created within the Cornerstone Program grant proposal. For the purpose of this analysis, the grant committee will be referred to as the rhetor.

The rhetor immediately establishes his identity as that of the Tarrant County Junior College District, which places him in both a geographical and academic location. The identity is further established when the rhetor subtitles the grant proposal specifically

as "Humanities...in a Two-Year Program at the Community College" (2). See Figure 1.

THE CORNERSTONE PROGRAM
BELIEFS, KNOWLEDGE, CREATIONS, AND INSTITUTIONS:
CORNERSTONES OF CHARACTER AND CIVILIZATION
A COHERENT HUMANITIES CURRICULUM
FULFILLING CORE REQUIREMENTS IN A
TWO-YEAR PROGRAM AT THE COMMUNITY COLLEGE

INTRODUCTION

From the Greek Academy and the concept of *paideia* through the *studia humanitatis* at universities during the Renaissance to nineteenth-century Newmanesque universities and on to twentieth-century mega-universities as scientific research centers, human knowledge has been pursued and examined. The *trivium* and *quadrivium* have become so compartmentalized into an array of majors and departments in late twentieth-century American colleges that not only do students not sample the learning of all fields, but also they frequently miss any awareness of the background of their own areas of study and the relationships of them to other areas. The fundamental skills of reasoning and communicating often are assumed or overlooked during the education process.

The idea of The Cornerstone Program is to present a revised humanities-based curriculum focusing on a reasoned understanding of the scope and coherence of humanistic studies from classical through contemporary traditions. Through analyzing and integrating seminal texts within these traditions, students should improve and integrate their reading, thinking, writing, and speaking skills and thereby enhance their functioning in and understanding of their world

Fig. 1 ~ Cornerstone Program Grant Proposal Introduction

The identity is clear. The rhetor is not to be confused with any other higher education institution.

Consubstantiality

According to Kenneth Burke's theory of motives, *consubstantiality* happens when one entity is identified with another entity in an attempt to find commonalities. The indication of *consubstantiality* within the Cornerstone program is implied as a result of the diverse adjectives used with the key terms being analyzed in this study. Neither the general public nor the student body of TCJC (TCC) is the primary target audience for the grant proposal. As mentioned above, the primary target audience was the NEH. Therefore, the *consubstantiality* occurs as TCJC (TCC) as the rhetor attempts to recognize the terms that will both support the program purpose *and* connect with the target audience. In this instance, the terms that connect with the rhetor and the audience are *student* and *curriculum*.

A term that was not isolated for this study that would also have been significant to the target audience and helped solidify the *consubstantiality* would be *humanities*. This term was not isolated for the analysis because I chose terms that would be most readily show a connection between all three of the programs.

Hierarchy

Kenneth Burke does not specifically use the term *hierarchy* in his theories, but the term is indicated when he discusses language as symbols and the use of these symbols by society to create a sense of authority. Authority within society necessarily creates a hierarchical structure; therefore, the term *hierarchy* is being used in this analysis to

determine the instances in which *hierarchy* is created whether intentionally or as a natural result of a given situation.

The *hierarchy* between the rhetor and the audience and between the rhetor and the subjects of the proposal is evident in the language of the Cornerstone Program. As the NEH holds the ‘power’ to accept or deny the funds being sought through the grant proposal, NEH is clearly at the pinnacle of the hierarchical structure. The rhetor defers to the NEH in order to gain the finances necessary to establish the program, while establishing his own hierarchical stance over the proposed program participants.

The proposal also creates a *hierarchical* situation within the program framework. The program framework indicates that an established ‘humanist’ will conduct seminars for the faculty, clearly placing the humanist above the faculty in knowledge. However, once that knowledge is transferred, faculty then become the next level in the hierarchical structure over the students. Although the hierarchical structure is clear, it is necessary to pose the question: If once knowledge is conferred, does the hierarchical structure disappear or collapse? In other words, once faculty impart knowledge to the students, is the hierarchical structure weakened or is it merely realigned? The answer to these questions can only be answered with a longitudinal study of students in the Cornerstone program needs to be conducted.

Rhetorical Analysis

Although I have selected key terms for analysis from the Cornerstone Program grant proposal, there are other terms and phrases which stand out that need to be addressed.

Planning for the Future

On October 1, 1989, Tarrant County Junior College District submitted a grant proposal to the National Endowment of Humanities for a new curriculum and educational program. The title of Tarrant County College's Cornerstone Program grant proposal is: THE CORNERSTONE PROGRAM/ BELIEFS, KNOWLEDGE, CREATIONS, AND INSTITUTIONS: CORNERSTONES OF CHARACTER AND CIVILIZATION A Coherent Humanities Curriculum Fulfilling Core Requirements in a Two-Year Program at the Community College.

The purpose of the program is intended to "provide a sense of chronology and a firm grounding in humanities readings" (1). The program offers a "four-semester, 66-hour curriculum leading to the Associate in Arts degree at TCJC and a Bachelor of Arts at a senior institution" (1). The steering committee for the program and grant proposal is comprised of faculty from the Northwest, Northeast, South, and District Office campuses. A close reading of the phrasing of the program title shows a varying choice of words.

According to Kenneth Burke, all communication is persuasive based on motives, attitudes, and symbols. These symbols determine an audience's community as well as their interpretation of the symbols. For example in the initial phrase of the Cornerstone Program, the term *Cornerstone* has various meanings dependent upon the audience. In a generic sense, the term means one of three things: 1) the stone at the corner of a building uniting two intersecting walls; 2) such a stone ceremoniously laid and hollowed to contain historical documents or objects and often inscribed; 3) The indispensable and fundamental basis of something. Obviously, the term in the title does not literally refer to

a stone of any kind. However, the metaphor suggests that the program will *unite* two or more intersecting values. These values are listed in the title – *Beliefs, Knowledge, Creations, and Institutions*. If the metaphor is to be accurate to the definition, then the values can be paired – Beliefs/Knowledge, Knowledge/Creations, Creations/Institutions, and Institutions/Beliefs. This pairing, or any other combination, represents the uniting of two walls. Often, the cornerstone is significant to a structure because it signifies more than just the joining of two intersecting walls, but it is also a prominent corner of the building that can be seen by the public. Many times these cornerstones are inscribed with the date of construction, a unique quote or phrase that represents the values or views of the individuals commending the project.

A second possible meaning of ‘cornerstone’ is that the stone connecting two intersecting walls is placed ceremoniously and often is used as a time capsule in which historical documents or items are placed. The term takes on a rhetorically significant meaning when the second definition is used. “Ceremoniously laid” can refer to the protocol followed to write and submit the proposal for consideration. An idea of this magnitude must take several formal meetings, which require organizing times, place(s), attendees, and agendas. Ceremony also suggests the anticipated ‘celebration’ of the grant proposal being accepted. This particular ceremony might be district wide or contained within the designing committee. The idea of the program has obviously been accepted by the coordinating committee. The celebrations take shape in small increments through the agreement of ideas and meetings. The historical documents placed within the time capsule are represented by the proposal itself as well as the curriculum developed to

support the program. The program being significantly unique to the Two-year college community creates a historical moment and situation for TCC. This allows TCC to join the other community colleges and four-year universities that have combined curriculum, team teaching, or writing-across-the-curriculum programs.

The final possible meaning of ‘cornerstone’ is that it is indispensable and a fundamental basis of something. This ‘something’ could represent the program itself or the college. As a building block, it is indispensable to the establishment of a new program. The ‘cornerstone’ here is the grant proposal itself. Without the grant proposal, the likelihood of the program being put into place and succeeding is slim. The revision or addition of courses requires additional faculty and possible training to meet the goals of the program and the needs of the students. To apply the third definition to the program suggests that the program is fundamentally necessary for the humanities to succeed.

In the second part of the title, the authors imply this program is a ‘request’ for “coherent humanities.” The first reaction to this phrasing is to ask “Have the humanities not been coherent up to this point?” Does this suggest that the humanities at all two-year colleges are incoherent? What is the definition of “*coherent*” intended in this title? The term coherent or coherency is most often used when describing a student’s writing. In this vein, “*coherent*” would suggest that there are gaps or bumps within the existing humanities program/courses/department. The use of the term “*coherent*” in the title suggests that perhaps humanities have had discernible bumps, gaps, or shifts and this program proposes to address or fix that problem. Interestingly, the term is used in a title for a document targeted to the National Endowment for the Humanities (NEH). Will the

terminology “coherent humanities” strike a positive or negative chord with NEH? If NEH is of the belief that the humanities needs to be clarified, strengthened, or made coherent, then this phrasing will be a positive attribute for TCC’s proposal.

By adding the next word in the title to the phrase removes the emphasis from the humanities program and shifts it to the curriculum itself. “A Coherent Humanities Curriculum” brings up similar concerns as with “Coherent Humanities.” Has the curriculum for the existing humanities program/department(s) not been coherent up to this point? Has the proposal design committee determined that the curriculum is not coherent or has that determination come from another source? After careful consideration, I believe the use of the term is a simple ‘nod’ to the current emphasis or focus for higher education and honors programs during the 1980s.

A close look at the program proposal shows that the program intends to combine courses from history, philosophy, fine arts, and sociology as the ‘Cornerstone’ “inter-disciplinary” courses. The title of the proposal suggests that the curriculum for the program as well as these courses will become coherent. However, English, Speech, Reading, and Foreign Language are not included in the ‘Cornerstone’ aspect of the program. Are these disciplines of the humanities department not being considered part of the incoherency problem? These courses are part of the overall Associates degree included as core requirements, however. The reflection is that perhaps the incoherency is not within the humanities per se but within the connection between the independent disciplines within the humanities.

TCC Mission Statement

Tarrant County College provides affordable and open access to quality teaching and learning. (Appendix A)

This mission statement has remained constant throughout the 35 years of TCC's existence. Every business, regardless of how large or small, including most churches, has a mission statement. These statements are the driving focus of a business. Mission statements represent the ideals, purpose, and goals of the rhetors who create them. Since TCC was created in direct response to the community's desire to have affordable higher education, the mission statement should reflect that desire. As seen in the TCC mission statement, the word 'affordable' directly addresses the community concern. 'Affordable' is significant because rhetorically, the term acknowledges the community's language. Had the founders chosen a different word to represent 'affordable' such as 'inexpensive' the appeal for the intended audience may have been effective; however, the overall effect would have been one of self-defeat. If a school is 'inexpensive', does that then translate to the quality of education received from that institution?

Consubstantial

"For substance, in the old philosophies, was an act; and a way of life is an acting-together; and in acting together, men have common sensations, concepts, images, ideas, attitudes that make them consubstantial" (Burke Rhetoric 21).

The link between TCC's mission statement and the community's desire for affordable higher education is *consubstantial* according to Burke's definition above. Using the term 'affordable' and tying it to the phrase 'open access', TCC reaffirms the

“common sensations, concepts, images, ideas, and attitudes” between community and college. The two entities are acting together to create a unified goal – higher education that is available to lower and middle class students. The final mission statement phrase “quality teaching and learning” is also consubstantial in that the community’s primary concern was to have higher education available to their students who might not necessarily need a four-year degree, but still required creditable education in order to procure a career.

Following the definition of consubstantial then, TCC’s mission statement is an act of substance. It fulfills the community’s needs and provides a focus and self-assessment tool for the college. The two groups act together in agreement of purpose and audience, thereby becoming consubstantial.

The Cornerstone Grant Proposal attempts consubstantiation on several levels. Initially it is an acting together of the committee members who envisioned and created the backdrop for the program. A program of this magnitude is not effective if one person initiates it. The program requires a collaborative effort of administration, faculty, and students to be truly successful. The program committee attempts to create a sense of consubstantiation by using key words and phrases throughout the proposal. The following terms are explored individually.

Additional Terms and Phrases throughout the TCC Cornerstone Grant Proposal

Proposal Summary

As mentioned previously, the term “*coherent*” is used in relationship to the curriculum, i.e. “coherent curriculum” and “coherent humanities program” suggests that

the Cornerstone Program will fill a gap of sorts in the current academic studies. The term means logically connected or harmonious. By definition then, the term used in reference to the proposed program and studies indicates a connection between the parts.

The next rhetorical phrase is found on page 9 of the proposal under the purpose section. “The Cornerstone Program at Tarrant County Junior College will consist of a humanities-based, core curriculum intended to give the *high-ability student* an academically rigorous foundation in preparation for transfer to a senior institution” – the phrase “*high-ability student*” is used in the proposal to identify a target group for the Cornerstone Program; however, it does not specify the meaning of high-ability. It is obvious from the context that the Cornerstone Program is an honors program, but the parameters of student ability are not quantified.

The rhetors of the proposal further suggest ways in which the faculty will gain professional development, intellectual stimulation, and a spirit of renewal. One of those ways is to invite “*a major humanist*” – this phrase is used to identify the person selected to assist faculty prepare to teach courses for the new program. *Humanist* has two major definitions and either one can be applied. 1) a person devoted to or versed in the humanities; 2) a classical scholar. If the first definition is more appropriate, then the indication is that the faculty will be teaching courses unfamiliar to them. If this is the case, then what qualifies them to teach the courses? The proposal indicates that faculty selection for the program is based on interested volunteers. However, if the second definition is the most appropriate, then one can presume that faculty will be given a fresh look at the course material in order to create the *spirit of renewal* mentioned earlier. The

adjective added to ‘humanist’ indicates that the person being called upon for expertise is not new to the field and is perhaps a published scholar. However, there is not a list of possible candidates for this position. One possible name during the 1980s to be considered is Fred Edwords who was vice president of the Humanist Association of San Diego in 1977. This allows the rhetor to indicate the intent while negotiating the personage.

Proposal Introduction

In the proposal introduction, the rhetors use classical terms that are clearly intended to establish their ethos while acknowledging a common goal between the NEH and TCC. The first phrase used is: “*Paideia and Greek Academy*” -- from the Greek *pais, paidos*. The upbringing of a child (related to pedagogy and pediatrics). In an extended sense, it is the equivalent of the Latin *humanitas* (from which we get the humanities), signifying the general learning that should be the possession of all human beings. It had to do with the shaping of the Greek character, and was a concept at the center of the Greek educational genius which is the secret of the undying influence of Greece upon all subsequent ages. According to Dr. David Naugle, as quoted by Richard Tarnas in *The Passion of the Western Mind*, the term *Paideia* refers to:

—the classical Greek system of education and training, which came to include gymnastics, grammar, rhetoric, poetry, music, mathematics, geography, natural history, astronomy and the physical sciences, history of society and ethics, and philosophy—the complete pedagogical course of study necessary to produce a well-rounded, fully educated citizen. (29-30)

Based on the definition, the rhetor is fully aware of what these terms indicate for a college educational program and expects the target audience – NEH – to be familiar with the terms and their implications. The introduction to the Cornerstone Program suggests these terms are taken from the purposes of universities during the Renaissance. The use of this term in the proposal clearly establishes a relationship and dialogue between the rhetors of the proposal and the NEH.

Likewise, the next two terms identify the goal of the Cornerstone program to raise the community college education perception from easy to academically competitive.

“*Trivium*” – the lower division of the seven liberal arts, comprising grammar, rhetoric, and logic.

“*Quadrivium*” – refers to the upper division of the seven liberal arts; the term is often used in literature to represent a place where three roads meet. These last two terms are used in conjunction indicating two separate emphases. The context these terms are used in the introduction paragraph that establishes the problems with current education focus.

The *trivium* and *quadrivium* have become so compartmentalized into an array of majors and departments in late twentieth-century American colleges that not only do students not sample the learning of all fields, but also they frequently miss any awareness of the background of their own areas of study and the relationships of them to other areas. The fundamental skills of reasoning and communicating often are assumed or overlooked during the education process. (2)

In this context, clearly *trivium* and *quadrivium* indicate two different arrangements of liberal arts courses; however, the additional focus in the *quadrivium* is not identified but

is presumed to be understood the other four courses in the seven liberal arts program – (1) arithmetic, (2) geometry, (3) astronomy, and (4) music. The idea in this paragraph that these focuses have been *compartmentalized* (my emphasis) is to indicate a separation by ownership [of department/discipline], which in turn creates a dysfunction in students' education. Each course or discipline identifies the key focus without concern for the connection between them.

“Solidly developed and well integrated humanities courses” – this phrase builds on the previous indication that courses had become compartmentalized. It also suggests that courses had been developed or created in part according to a current trend or fad in education. The agent then proposes to reevaluate the development of the courses and base structure and teaching to move on to a more ‘tried and true’ philosophy and pedagogy.

“Elevated standards of instruction” – This phrase does not indicate whether it is the course material, the delivery of information by faculty, or both that are not held to *“elevated standards,”* nor does the proposal indicate how the standards will be measured.

Proposal Rationale

Within the Cornerstone proposal rationale section, two phrases are used to represent both *kairos* and *ethos*:

“Contemporary problems in higher education, include the need for increased focus in the humanities” – Clearly, the Agent is identifying the humanities as the only aspect of education they choose to address with the Cornerstone Program and the grant funds. This statement also suggests that focus in higher education has been placed on the sciences and non-humanities for much longer than is necessary to provide students with well-

rounded education. The statement does not, however, indicate whether this issue is local, national, or global.

“Adequately prepare these students for success in comparable programs” – As the Cornerstone Program and TCC intend for the majority of students to transfer to four-year (senior) institutions, the preparation ... in comparable programs is understood. Yet, the agent does not establish a comparative situation to those other programs. It is implied by the explanation of how TCC plans to prepare these students that the preparation itself is coordinated with the transfer programs. Likewise, the location of the senior institutions is not divulged, therefore, leaving a gap in the determinant of whether the Cornerstone Program intends to compete with senior institutions across the nation or just state-wide.

The next terms analyzed are taken from the proposal to determine the relationship between the proposal goals and objectives and the college’s goals and objectives.

“Difficulty” [in achieving the mission statement] – The rhetor has specifically identified the TCC mission statement point of ‘excellence in instruction’ as being *difficult* to achieve. This recognition does not indicate that TCC has *failed* to achieve it, but that it is merely hard to accomplish. The following points are used to explain the perceived reasons for the difficulty:

Several factors contributing to the *difficulty* (my emphasis) of achieving this mission include (1) explosive growth in student numbers and diversity of student preparation, (2) increase in the number of high ability students choosing TCJC as the place to begin their studies toward a bachelor’s degree, (3) lack of a coherent program in the humanities to serve high-ability students, (4) compartmentalization

of curriculum, (5) difficulty of integrating curriculum in a multi-campus setting, and (6) a heavy teaching load of five sections per semester for each faculty member. (4)

The term *difficulty* and the explanation of factors suggest that the TCC has evaluated their position and their mission statement, yet it does not indicate if it has done so as a result of an annual reflection of institutional goals and objectives or if it is a result of SACS assessment and suggestions. It is also to be noted that the factors are statements using terms and phrases that have been mentioned at least once in the summary and introduction of the proposal. This restatement in a ‘coherent’ list allows the audience an opportunity to revisit familiar terms in a way that solidifies the objectives of the Cornerstone Program; however, the next paragraph in the proposal offers the rhetor’s own understanding of the objectives:

- (1) to provide, through a series of seminars and workshops funded in part by a grant from the National Endowment for the Humanities, training of faculty in preparation for the implementation of a humanities-based curriculum;
- (2) to expand the understanding of the impact of the humanities on areas not typically associated with the humanities, such as science, mathematics, sociology, economics, and the arts;
- (3) to encourage fresh approaches to content and method of instruction, including team teaching and cooperative learning;
- and (4) to provide a vehicle for professional development, intellectual stimulation, and a spirit of renewal among the faculty.

This two-fold explanation of objectives indicates a multiplicity of motives in which a hierarchy is presented. The professed objectives take precedence over the objectives listed as factors of difficulty. This then suggests that the identified objectives will inherently rectify those factors.

Under the section entitled The Cornerstone Program in the grant proposal, the rhetor readdresses the objectives of the program as being:

- (1) to provide an opportunity for these high-ability students to receive a grounding in the humanities similar to what they might receive at a highly-rated senior institution in order that they may, after transferring, compete equally with those students who enrolled there as freshmen; (2) to provide four inter-disciplinary, team-taught humanities courses available not only to Cornerstone Scholars but also to other qualified students; and (3) to extend benefits throughout the College curriculum by faculty rotations between the Cornerstone Program and normal course assignments. (9)

Interestingly, the two clearly defined objective sets are unequal in number and have apparently different agendas. The first set of objectives focuses primarily on benefits for the faculty and institution itself. The second set of objectives focuses more on student benefits and goals with only one objective for faculty.

The difference in both number of objectives and the student to faculty ratio is intriguing. Each set uses the verb “to provide” for at least two of the objectives, suggesting that the program is service oriented. The first set of objectives identifies provision for faculty training in both of the objectives using the verb. The second set of

objectives identifies an opportunity for students and a tangible set of courses not available in the mainstream course options.

In the first set of objectives the additional verbs are “to expand” and “to encourage.” These verbs indicate a collaboration of efforts on the part of the program/institution and the faculty. The program intends to ‘expand’ current curriculum and learning objectives, whereas, the faculty are ‘encouraged’ which suggests that they have a choice in whether they take advantage of the opportunity to *change* their teaching styles and approaches to curriculum. It is implied that the faculty who volunteer to be a part of the program will be willing to embrace this ‘encouragement’ and make changes in their own teaching approaches. This verb harkens back to the “major humanist” who will be ‘helping’ faculty with the curriculum. In what ways will the faculty be encouraged? Will they be shown innovative technologies, new literature, various assessment tools, or will they have weekly faculty meetings in which they discuss the results of the lesson plans and outcomes?

The second set of objectives uses the verb “to extend” in reference to the outcomes (benefits) of the program throughout the curriculum. The indication here is that the progression of ideas in the Cornerstone Program curriculum will result in a natural progression throughout the institution. Apparently the Agent foresees this happening as a result of the “rotation of faculty,” which places instructors into the innovative program for a time, with its specific training and encouragements, and then places them back in the ‘mainstream’ of the “normal course assignments.” Interestingly, this last observation indicates that the Cornerstone Program has the potential to change the mindset and

teaching approach across the entire college rather than just being an elite program for a few ‘high-ability’ students.

When the two sets of objectives are compared according to the verbs used as emphasis, the focus is clearly on the faculty and the institution. When the sets of objectives are compared side-by-side, the obvious discrepancy is the number of objectives: 3 to 4.

Cornerstone Program Curriculum

The Cornerstone Program establishes a two-year curriculum encompassing “a four-semester, 66-hour curriculum leading to the Associate in Arts degree at TCJC and a Bachelor of Arts at a senior institution” (10). This curriculum maintains the students’ educational consistency throughout the program. “Cornerstone Courses will be team taught by faculty from three disciplines” (10) referring back to the *coherent* concept prevalent in the proposal’s opening statements.

Identity

“We are in pure Symbolic [sic] when we concentrate upon one particular integrated structure of motives. But we are clearly in the region of rhetoric when considering the identifications whereby a specialized activity makes one a participant in some social or economic class” (Burke, Rhetoric 28).

Not only is the TCC Mission Statement a product of *consubstantiality*, but it is a reflection of what Burke terms *identity*. The founders of TCC have engaged in “a specialized activity” – that of creating a college accessible to local community students – making each a “participant” in the local community. By accepting the challenge, as it

were, the college founders enter into an agreement with the community to take a vested interest in the welfare of the community. Not only will the community prosper by TCC's efforts, but TCC will also reap the rewards of providing a service to the community. This symbiotic relationship is to be expected of all businesses and their respective communities; therefore, when the business mission statement is studied, the *identity*, *consubstantiality*, and the purpose are clear.

The program committee was commissioned to devise a curriculum that would challenge the students, uphold the TCC mission statement, and from an administrative vantage point, increase enrollment. The impetus of the Cornerstone Program was to prepare students who wanted more than an Associate of Arts degree or business certification. The catalog definition of the program states:

The Cornerstone Program at TCC is a humanities-based, academically challenging honors curriculum designed for high-ability students whose goals are bachelor's degrees. The program goes beyond the traditional concept of compartmentalized classes in an attempt to integrate and fuse several academic disciplines, thus allowing students to synthesize concepts from several sources into a personal viewpoint. (Online catalog 2008)

The Cornerstone Program proposal defines itself as "a rigorous, coherent, comprehensive, humanities-based curriculum designed to serve the increasing number of high-ability students coming to the Tarrant County Junior College District" (1). And yet, in the introduction to the Cornerstone Program grant proposal, the authors identify the program premise as that of "producing not only fine current scholars but also lifelong

learners and discerning citizens” (3). Accordingly, Burke’s concept of motives suggests that the purpose of the plan is clearly stated. However, the purpose is two-fold: a singular purpose, or hope, to produce this cohort of scholars, lifelong learners, and discerning citizens as well as impressing the grant committee at NEH with the program goals in order to win the grant. The latter purpose is not to be dismissed as Burke explains in his work *On Symbols and Society*, that people will generally find a way to discover and use the “‘literal’ or ‘realistic’ applications of the four tropes’ in an attempt to discover ‘the truth’” (247).

The four tropes are:

- metaphor
- metonymy
- synecdoche
- irony⁹

According to Burke, these tropes can be used to discover and describe the ‘truth’.

(*Grammar* 503) The truth of the grant proposal for the Cornerstone Program is the hope that change in program emphasis, even for a select group, will allow Tarrant County College to compete with the academic rigors of the four-year university. The committee further addresses the relationship with four-year universities in the section on Student Needs “[These] transfer students need a rigorous, coherent humanities program enabling

⁹ Burke suggests that “The ‘literal’ or ‘realistic’ applications of the four tropes usually go by a different set of names. Thus: for *metaphor* we could substitute *perspective*; for *metonymy* we could substitute *reduction*; for *synecdoche* we could substitute *representation*; and for *irony* we could substitute *dialectic*” (*A Grammar of Motives* 503).

them to compete equally with those who began in comparable programs at senior institutions” (8). This hope brings the committee to the first purpose mentioned above; the hope of producing scholars.

The rationale for the program addresses this matter specifically by stating “The community college must cope with its own dramatic growth as well as contemporary problems in higher education, including the need for increased focus in the humanities” (3). Unfortunately, the proposal introduction claims that students “should” and the program “should” accomplish desired goals. (2-3) The term “should” grammatically identifies passiveness in a document that represents boldness. If the term is being used in an attempt to indicate perspective, then Burke’s trope theory is to be applied here. He states that for “*metaphor* we could substitute *perspective*,” yet the substitutions must be clearly justified (*Rhetoric* 247). Which perspective then is being represented by the term “should” in the grant proposal? The perspective of the author (TCC) acknowledges that this is a goal and subject to change because of the human factor. If the term is presented to the student body targeted for the program, the perspective would be demonstrative rather than passive as in a parent advising or instructing a child.

As mentioned earlier, many of the terms and phrases analyzed in the Cornerstone Program grant proposal rhetorically establish *kairos* (or situation) the rhetors/agents are writing in, as well as define the purpose and audience for whom they are writing. Although the Cornerstone Program grant proposal has a target audience of scholars, the program itself has a target audience of honors students. Therefore, the ultimate aim is to provide a framework in which administrators and faculty can empower the students by

presenting them with the challenges of “*rigorous*” courses. In order to accomplish the goals and objectives of empowering and educating honors students in a highly competitive academic era, the proposal also empowers the faculty by recognizing the efforts and desires of a collaborative, unified organization.

CHAPTER III

STUDENT SUCCESS: THE TCC NE WRITING CENTER

Rather than being places where errors are fixed and differences are erased or where students find refuge and support, writing centers can be places where students learn to negotiate and understand the contact and conflicts of differences. Rather than helping the Other become more like us, the work of the writing center might instead include developing the ability to see ourselves as the Other, to recognize the limits of our worldviews, and our cultural assumptions and to regard our discursive practices from the perspectives of those outside of the mainstream discourse.

~ Nancy Grimm, *Good Intentions: Writing Center Work for Postmodern Times*

Just as the Cornerstone Program is designed to help honor students succeed in the ever competitive academic and workforce environments they take part in, the TCC Writing Center provides support to ensure the academic success of *all* students.

Humble Beginnings: One Instructor's Concern for Students

Each higher education institution that houses a writing center has a supporting department and/or budget, which align with the institution's goals, objectives, and accreditation requirements. The TCC Writing Center is no different; however, its humble beginnings are different than others encountered by this researcher. The TCC Writing Center began as a Learning Skills Center born from the love of one instructor's concern for students' understanding and knowledge of proper grammar skills. Rather than being informed by Kenneth Bruffee's "Conversation of the Mind" or Stephen North's "Idea of a Writing Center" or Muriel Harris' work on collaboration and online writing labs (OWLs), TCC's Writing Center began as a place for students to get help with the basics in 1986. Since that time, the TCC Writing Center has added a true Writing Center

component with the Learning Skills Center and hosts student tutors. Aside from the tutoring assistance by the director of the center and her student tutors from various disciplines other than math¹⁰, students are encouraged to help themselves to a myriad of documents covering basic grammar and writing skills, i.e. the five-paragraph essay, developing a sentence outline, a thesis statement, topic sentences, etc.

Bruffee claims that man engages in conversation or dialogue with himself and others first in the mind. The role of the writing center tutor is to bring that conversation to the paper and to engage the other person in the conversation. Where Bruffee identifies writing and tutoring as a conversation; Stephen North views writing (as it pertains to writing centers) as “student-centered.” North lays out writing center pedagogy as: “[The new writing center] represents the marriage of what are arguably the two most powerful contemporary perspectives on teaching writing: first, that writing is most usefully viewed as a process; and second, that writing curricula need to be student-centered” (76). The job of writing assistants and tutors “is to produce better writers, not better writing” (76). Muriel Harris’ philosophy is one of collaboration in the writing center. Similar to Bruffee’s idea of a conversation, a tutor helps a writer to explore and develop the ideas they have on his or her topic without forcing the tutor’s own biases or ideas on the writer.

Although the TCC NE Writing Center was not founded on writing center scholarship, the function of the center is fundamentally student-centered. As the TCC NE

¹⁰ The TCC NE Campus has a separate math lab and tutoring center. Other disciplines such as Speech, Science, History, Government, Reading, and ESL are represented in the Writing Center. Unlike many other writing center tutors, tutors at TCC NE Writing Center are hired by Student Services as part of Work Study/Financial Aid program.

Writing Center shares space with the reading lab and language lab, the tutors who are hired for the Writing Center are tutors for all areas except math.

Support for Student Success

The TCC NE Writing Center program's continued intent is to support and help retain students during their academic tenure with TCC. Therefore, the function of the Writing Center is similar to other writing centers: guide students through the writing process, and explore and develop ideas. Students are encouraged, by faculty, staff, and the institution, to utilize the writing center. The TCC NE writing center staff members provide tours of the facility, classroom visits, and extended hours to support student success.

Many of the faculty members also encourage students to take advantage of the writing center services by offering extra credit incentives for seeking tutor assistance. Likewise, many English faculty hold office hours in the writing center in an effort to be more visible to the students and to assist the center staff.

Rhetorical Motives: Word Choice

The TCC NE Writing Center's primary presence for the students is found in the instructional material available 24/7. I, therefore, focus this analyses on twelve documents. For the purposes of this study, TCC and the Writing Center will be referred to as the rhetor interchangeably. The terms being analyzed within these artifacts, using what has been described as Burke's cluster method by Sonja Foss, are: *you/your*, *write/writing*, *writer*, *readers*, *student(s)*, *college*, and *success*. All of the documents will

be analyzed collectively for word choice. An isolated analysis of specific instructional materials is again addressed with regards to *identity*, *hierarchy*, and *consubstantiality*.

Table 2

Key Terms in Writing Center Instructional Materials

KEY TERM	# OF OCCURRENCES
You/Your	153
Write/Writing	17
Writer(s)	9
Readers	30
Student(s)	1
College	3
Success	2

The terms *you/your* are used most frequently throughout the writing center documents. This term is used collectively in specific directions and questions to the student, i.e. “Present *your* thesis statement,” “Have *you* checked for capitalization?,” etc., and identification of essay elements, i.e. *your* paragraph, *your* thesis, *your* readers, etc. This term is most often used in connection to the student as noted above, i.e. *your readers*, but it is also combined with the words “surprise,” “curiosity,” “information/context,” “follow,” and “persuade.” (Appendix C)

The second most frequent term used in the writing center materials is *readers*. As indicated in Table 2, the term *readers* is used most frequently in conjunction with the

term *your*; however, it is additionally used in connection with guided examples of what *readers* should or might encounter in a writer's work, i.e. under the heading 'Establishing Purpose' in the "Building Paragraphs" document (See Appendix C), for the argument genre, "attempts to persuade *readers* to take action or consider the writer's point of view." In all of the twelve documents, the most frequently the term is used in a document is in the "Introductions" artifact in which *readers* is referred to ten times. This artifact offers students a guide to a "well-written introductory paragraph." This guide provides common types of introductions writers use with an explanation of each type of introduction and what each type of introduction does for the *readers*, i.e. the first common method of introduction is explained as "Begin with a broad, general statement of your topic, and then narrow it down to your thesis statement. Broad, general statements ease your *readers* into your thesis statement by providing a background for it" [my emphasis] (See Appendix C).

The third most frequently used terms are *write/writing*. These terms are combined as were *you/your* in this analysis. *Write/writing* is used interchangeably within the artifacts most often in conjunction with 'you' or 'your'. Each instance is a demonstrative use in which the student is given a direction, i.e. "As you *write* ...," "If you can *write* an effective thesis statement..., you can use the same formula to *write* ..." [my emphasis] (See Appendix C). Interestingly, as the documents are intended to help students write, the terms *write/writing* are used less than 1/10 as many times as the terms *you/your*. The emphasis then, based on the word count in the table above, indicates that the students' focus in writing is to be on the *reader*. Rhetorically, this emphasis directs the student to

establish *ethos* or a relationship with their *reader(s)* rather than focusing on the act of *writing*.

The next most frequent key term used in the instructional material is *writer*, which is used a total of nine times in the twelve documents used for this analysis. The term *writer* is used uniquely in each instance within the documents. For example, in the handout titled “Body Paragraphs,” *writer* is used twice; once as bulleted function of a paragraph, “They help *writers* organize their work in steps,” and then as a bulleted point regarding length of a paragraph, “In college, *writers* usually have one or two paragraphs per page” (See Appendix C). Further references to the term *writer(s)* are equally dispersed throughout the documents. The students themselves are referred to as the *writer* in only two of the documents, “For you as a *writer*...” in the “The Thesis Statement” document, and “If you, the *writer*...” in the “Making the Most of College Writing Assignments” document (See Appendix C). Other references indicate *writer(s)* as vague, third party entities, which rhetorically isolate the students if they have not already allowed themselves to identify with the term as it applies to him or her.

The last three key terms considered in this analysis are *college*, *success*, and *student(s)*. Each is used in declining frequency respectively. *College* is used within the twelve writing center documents a total of three times. The references are in association with courses in one document, with *writers* in a different document, and with ‘writing assignment’ in yet another document. The inference is that all of these documents address college writing situations since they are available at the college to college students. The term *success* is actually used in only two documents; once as it refers to success in

college and once in adverb form, *successfully*, with regard to narrowing an essay topic. As with the term *college*, the inference is indicated within all of the documents that if the advice/guidance within the documents is followed, then *success* is inevitable. The last key term, *student(s)*, is used only once within the twelve documents. The reference is made on the “Textbook Study Skills” handout with regard to *students* often finding textbooks difficult to read. The term *student(s)* is not used in any of the documents pertaining to writing. The suggestion is that renaming the students as *writers* and addressing them and their writing personally as *you/your*, that psychologically, they will perceive themselves as *writers* over being *students*.

As indicated in the cluster analysis and the table of key terms, the majority of the writing center documents used in this analysis use the personal pronoun *you/your* more than any other term in association with students. The use of this pronoun clearly establishes consubstantiality between the center and the student as the documents represent the writing center as proxy thereby giving the student power over his or her writing situation. This power in turn allows the student to see themselves as the audience and as the writer, establishing identity within the academic setting as well as empowering them with ownership of the end product.

Rhetorical Motives: Delivery

In this section, I look at the writing center documents’ design collectively as elements of delivery, *kairos*, and *ethos* as they establish consubstantiality and hierarchy. Each of the twelve writing center documents used in this analysis are concisely written so that all of the information needed for each topic is presented in one or two pages. The two

page documents are printed on two sides so students have fewer pages to manage and in an effort to not overwhelm students with information.

The first writing center document I want to consider is “The Five-Paragraph Essay” handout. (See Fig. 2) This handout is itself an outline accompanied by a diagram of the five-paragraph essay construction. Rhetorically it is automatically consubstantial with the institution or more specifically with the English Department.

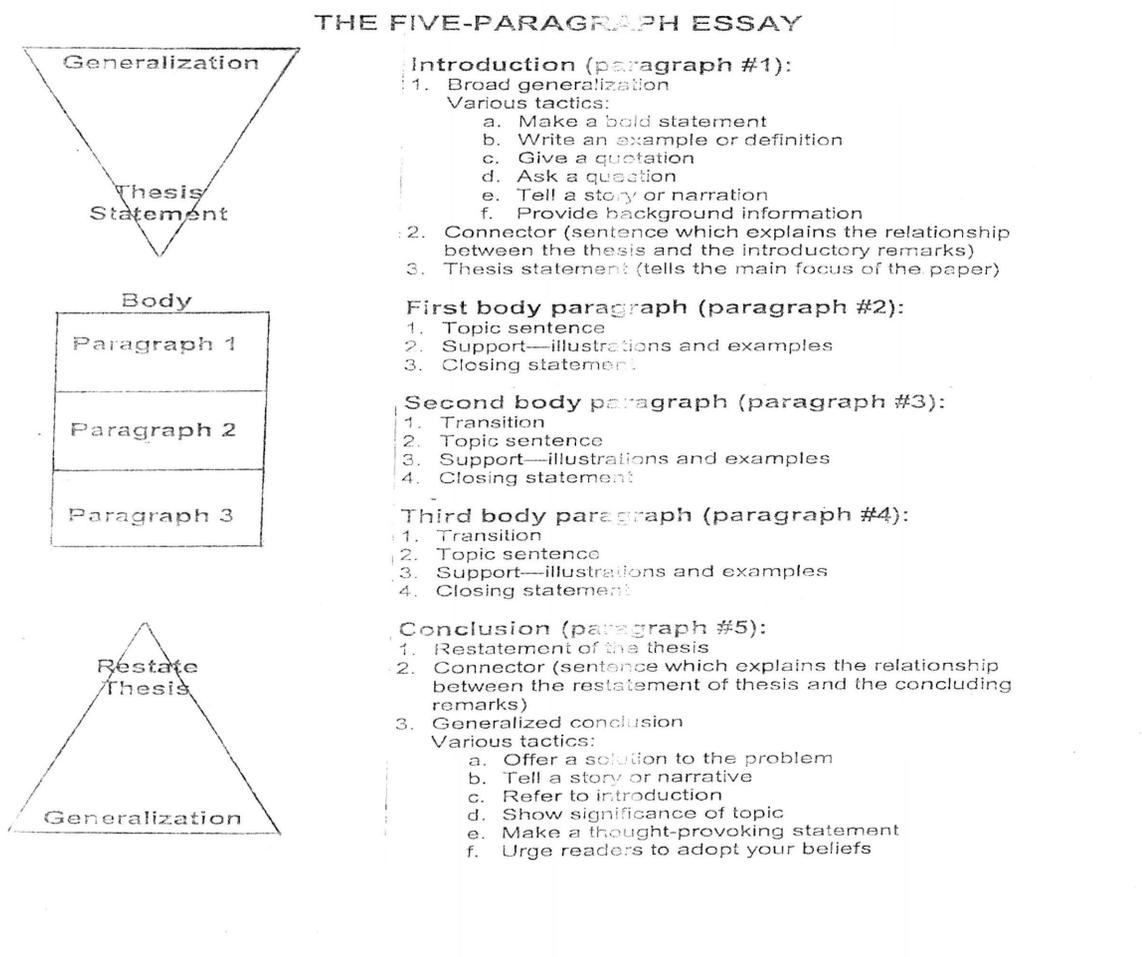


Fig. 2 ~ Five-paragraph essay document

The voice represented as actual symbols on the five-paragraph essay handout represent the internal language of thought as a writer imagines the organization of ideas in an essay. The symbols in the diagram help to change the thought of an essay into a visual image that further creates the “illusion of presence”¹¹ (Clark 292).

The “illusion of presence” represented in this document allows writers to establish consubstantiality with the institution as the document is an extension of classroom instruction, yet there are multiple ways in which this handout attempts to identify with other entities. First, the document clearly links the Writing Center to the English Department creating a consubstantial relationship just by being available in the writing center. However, the connection is not overtly related just to the English Department making the possibility of consubstantiation with any department or discipline that requires students to write essays.

Next, the artifact, by definition, also connects to or identifies with student writers writing essays. The document organization, from a technical document viewpoint, has little white space and incorporates the instructions or directions along with a visual for those students who are visual learners. The problem with this document is that it is nondescript in clarifying what a five-paragraph essay might be used for. However, the rhetor is giving control to the student writer to determine if this particular (or any of the twelve) is appropriate for his or her own rhetorical situation.

¹¹ According to Irene Clark: “For many Western thinkers, voice has interiority—that is ‘proximity’ to the self’ voice is the closest thing to being. Derrida maintains, however, that the spoken language is merely a set of symbols or signs that only vaguely (and inadequately) represent reality. Writing, as symbols representing spoken language, is even further removed, and the relationship between language and thought or meaning is not stable, as Western philosophers would have us believe. Both speech and writing give us the illusion of presence, but it is illusion only” (*Concepts in Composition* 292).

Although the document clearly states information about the construction of a five-paragraph essay, the value of the information is subjective. Many higher education institutions avoid teaching the five-paragraph essay. In fact, faculty members in the English Department at TCC's Northeast campus do not teach or encourage students to write the five-paragraph essay in Composition I or II. Why then is this document a staple in the Writing Center volume of helpful materials? After working with the ACCESS program, which will be discussed in Chapter 4, I found that the developmental writing courses do, in fact, encourage students to write the five-paragraph essay. Therefore, although several of the instructional materials in the Writing Center address five-paragraph essay development, including one specifically titled "The Five-Paragraph Essay TCC Composition I and II," these documents are primarily intended for use by the developmental students rather than for the first-year composition students, although first-year composition students are not excluded from using the documents.

As a result of the intended audience of the five-paragraph essay document being primarily the developmental students, these documents further establish consubstantiality between the institution and the students and between the documents and the institution. Although all students benefit from the instructional materials, it is left up to the discretion of the student to determine need and relevance of the information to his or her specific writing situation, thereby allowing the student ownership in establishing consubstantiality as a student and individual identity as a writer.

The next two artifacts I want to address are the essay checklist documents. Each of these documents informs the students of key elements to consider when reviewing and

revising an essay. The first is simply titled “Essay Checklist.” As evident in the image (See Figure 6), the steps are separated into the basic components of essay construction. Rhetorically, the *ethos* of this document is to be inferred that as available from the Writing Center the information is correct, complete, and acceptable by faculty. Although most faculty members would admit that the information contained in this document is sufficient for a beginning essay, students should not rely solely on the document to compose an essay. The handout should be used as a supplement to classroom instruction.

ESSAY CHECKLIST

Now that you have completed a draft of your paper, you want to see whether you have met all the requirements of a well-written essay. **Check your paper carefully and honestly.**

INTRODUCTION:

1. How does your introduction earn the interest of your reader? How does it “grab” this reader? Do you avoid giving a sneak preview of the body?
2. Have you read the introduction aloud to see if it **flows smoothly** to your thesis statement? Would **you** read a paper that started this way?
3. What words in your thesis indicate your opinion and indicate the main points of your paper? How can you reword it for better clarity?
4. Is your thesis statement the **last sentence** of your introduction?

BODY:

1. How does **each** topic sentence **clearly** support a section of your thesis? Do you use **some of the words** of the thesis to reinforce the relationship?
2. Does each body paragraph have a topic sentence that **summarizes the point of that paragraph**? Is it the first or second sentence of the paragraph? Should you change the order in which the paragraphs appear?
3. How may **specific** details or examples appear in **each** body paragraph to elaborate/support/prove the idea of the topic sentence? Do you offer enough evidence to support your claim? Where do you need more?
4. How does the closing statement of each body paragraph refer to the topic sentences and/or thesis? Does it clarify that point?

CONCLUSION:

1. What impression does your conclusion leave with the reader?
2. How does it refer to your introduction or thesis?

Fig. 3 ~ Writing center essay checklist #1

In this document, typical composition jargon is used, which could be confusing, although the explanation of terms and phrases is given either in the following sentence or question.

The next document is the reverse side of the previous document. This document is titled “Checklist of the Four Steps in Writing an Effective Essay.” The previous document is not attributed to scholarship or reference material and as mentioned above, the ethos must be inferred as credible based on its availability. The reverse side, however, provides reference information at the bottom of the page.

CHECKLIST OF THE FOUR STEPS IN WRITING AN EFFECTIVE ESSAY

Use the checklist below to help you write and evaluate an essay:

- I. UNITY OF PAPER**
 - Is there a clearly stated thesis in the introductory paragraph?
 - Do all supporting paragraphs back up the thesis?
 - Have you used correct paper format (MLA, APA, etc.) according to your teacher’s instructions?

- II. SUPPORT**
 - Do you have three separate supporting points for the thesis?
 - Do you have specific evidence for each of the three supporting points?
 - Do you offer enough specific evidence for each supporting point?

- III. COHERENCE**
 - Do you have a clear method of organization?
 - Do you make smooth transitions and connections?
 - Do you have an effective title, introduction, and conclusion?

- IV. SENTENCE SKILLS**
 - Are all fragments eliminated?
 - Are all run-ons eliminated?
 - Are all comma splices corrected?
 - Do you use the same verb tenses throughout if possible?
 - Do subjects and verbs agree?
 - Have you changed passive voice to active voice?
 - Can you use parallelism to strengthen your points?
 - Are misplaced and dangling modifiers corrected?
 - Are pronouns used correctly?
 - Have you checked for capitalization?
 - Have you used appropriate punctuation (periods, commas, semicolons, colons, apostrophes, quotation marks, dashes, hyphens, parentheses)?
 - Are needless words eliminated?
 - Is spelling checked?
 - Have you checked vocabulary in the dictionary to make sure your word choices are effective and precise?
 - Have you varied your sentences?

Adapted for Tarrant County College-NE from:
Langan, John. *College Writing Skills*. 5th Ed. New York: McGraw-Hill, 1993.

Fig. 4 ~ Writing center essay checklist #2

The second essay checklist handout (Figure 4) is cited as being adapted from the textbook by John Langan's *College Writing Skills* 5th ed. 1993. The Langan text is the staple text used in the second semester of developmental writing at TCC NE. Unlike the previous essay checklist (Figure 3), terminology in Figure 4 is not explained specifically in the Sentence Skills section. This document presumes that students using this handout will either know what a sentence fragment, run-on sentence, and dangling or misplaced modifier is or know where to find out. If this presumption is incorrect, then consubstantiality has not been established, but hierarchy has been. Within this second essay checklist, students are made aware of the institutional hierarchical social structure even though the opening statement indicates that the checklist is a tool intended to "help" them.

A previously mentioned document, "Textbook Study Skills," is another artifact citing an originating source. This handout is adapted from Susan Anker's "Power Learning" lesson in the *English Skills with Readings* 2nd edition, 1991. As with the Langan text, Anker's work is a primary text used for the first semester of developmental writing. The study skills lesson is used in both of the developmental reading and the writing courses as well as the introduction to college orientations.

The next document returns the ownership and hence the identity back to the student. The essay planning form is a simple workbook-type form that students can use for any writing project. However, as with most of the instructional materials available to students in the writing center, students can become either overwhelmed by the amount of

information or confused by the lack of information found in the documents unless they use them as supplements to textbook and classroom instruction.

FORM FOR PLANNING AN ESSAY

To write an effective essay, prepare a working outline, using a form like the one below.

THESIS STATEMENT: _____

Topic Sentence 1: _____

Specific Supporting Evidence:

1. _____

2. _____

3. _____

Topic Sentence 2: _____

Specific Supporting Evidence:

1. _____

2. _____

3. _____

Topic Sentence 3: _____

Specific Supporting Evidence:

1. _____

2. _____

3. _____

Summary and/or Closing Remarks _____

Fig. 5 ~ Writing center essay planning form

Figure 5 presents a minimal amount of information as guidance for students. As mentioned above, this form is useful for brainstorming as a supplemental exercise to textbook or classroom instruction. However, in the likely event that students choose this document on their own from the selection available at the writing center, it is unclear if this form is helpful to students' understanding of essay development and to their overall success as writers. This concern will be further explored in Chapter IV.

The remaining artifacts used in this analysis follow the basic construction of essays beginning with a simple sentence outline, moving to a sample outline for a five-paragraph essay, then on to thesis statement development, introductions, building paragraphs, body paragraphs, and finally conclusions. Taken in this order, the writing center has effectively created a writing schema for students to follow. The presentation of each of the documents in regard to the rhetorical canon of delivery is intended to be both informative and persuasive. The overall visual appeal of each document is simple, yet effective. Students are able to glance at each document and determine quickly if the information on the handout is germane to their specific writing needs.

Rhetorical Motives: Dialogic Conversation

All of the artifacts used in this analysis communicate with students regarding either the effectiveness of their writing, strategies to consider or employ to improve their writing, or provide examples and worksheets to supplement the conversations encountered in the textbooks and in the classroom. The conversation between the documents overlaps occasionally, but as the documents are available individually rather than in a packet format, the repetition serves to provide necessary information when only

one or two are selected. In the event that all twelve of the documents used in this analysis are taken by a single student, the reiterative nature of the documents' internal conversation becomes the main points of a keynote speaker's address.

The dialogic conversation between the instructional materials and students is supportive and encouraging, as well as informative. The continued use of the key terms *you/your*, *write/writing*, *writer*, and *readers* provide students with positive indicators of their identity as academics. With these documents in hand, students create their new identity within the institution and also become consubstantial with the institution as common vocabulary and goals are built. Even the more authoritative text such as the "Textbook Study Skills," engages students in a dialogue of success. Students are presented with strategies on previewing texts, marking key passages and words, and taking notes. As mentioned earlier, this particular text is adapted from the textbook used in the first semester of developmental writing; however, the significance of its availability as a standard document in the writing center is that it is relevant to all students at any stage of their college career. Students are 'encouraged' to return to these documents for review or a revisiting of previous conversations just as they would with a close friend or mentor.

As the writing center instructional materials establish a dialogic conversation with the students on a more personal level; they also establish a dialogic conversation with the institution. The TCC mission statement as mentioned in Chapter I, states:

Tarrant County College provides affordable and open access to quality teaching and learning. (Appendix A)

The writing center instructional materials align with the interpretation of “open access” in that they are available at all times to any student who chooses to take advantage of them. The artifacts have been created by either scholars in the field, i.e. Susan Ankers or Richard Langan, or by faculty and staff members of various departments and the writing center. For example, an English faculty member, Rita Wisdom, who began as a tutor in the TCC NE Writing Center, composed “The Thesis Statement” handout in 2001 and the “Sample Outline for a Five-Paragraph Essay” document was adapted from a text written by the chair of the TCC NE Journalism Department, Eddy Gallagher. These documents are the result of faculty and staff responding to the TCC mission statement to provide quality teaching to the students. The writing center documents are extensions of the classroom environment that provides quality teaching and learning opportunities to students’, therefore, the rhetorical motive of the documents to enter into a dialogue with the TCC mission statement is to collaboratively ensure that students have access to the necessary information needed to provide quality learning experiences that will lead to their academic success.

TCC, as well as all other institutions of higher education, continues to assess the needs of the current student population and the effectiveness of current programs. As the population of TCC continues to grow due to economics, discipline specific growth needs as in the medical fields, and general geographic growth, more and more students require or seek the individual services provided by labs such as the Writing Center. The TCC NE Writing Center is addressing the needs of these students in many ways, but one of which is through the constant availability of instructional materials students can take away with

them. It is through this dialogic interaction – non-verbal communication of instructional materials as well as individual tutoring sessions – that students learn to engage in conversation with text that helps them create a new identity and recognize consubstantiality with the institution.

Understanding this dialogic conversation and the ever-changing dynamics of academia, Burke's parlor analogy can best be indicated here. The conversation taking place within the institution regarding the students—Are the students successful? How are we measuring their success? What can we do to ensure their success?—is ongoing. Regardless of how many instructors or staff members or administrative leaders are involved in the conversation, the questions remain the same. New theories, pedagogical approaches, and ideas will be suggested, researched, implemented, assessed, reworked or dismissed, reassessed, and the cycle continues.

Rhetorical Analysis

The conversation involving the students is similar but includes the students' voices—Why is this important to me? What can I do with this knowledge outside of college? Where do I go from here?—is also ongoing. Students come to college for a variety of reasons, but with one ultimate goal – to succeed. Just as the reasons vary, so do the interpretations of what it means to succeed. How the institution responds to that goal—for them and for the students—can be found in the language used within the institutional documents used in labs such as the TCC NE Writing Center.

From a teaching perspective, these documents can be misleading for the students. A student who takes it upon him or herself to seek help from the Writing Center

encounters a set of handouts addressing all types of writing situations. Finding the Five-Paragraph Essay handout, for example, readily available without having to talk to a tutor, students who are timid about seeking assistance are more apt to choose the handout over working with a tutor. Yet, does having the handouts available to students without requiring a tutoring session necessarily harm the students' education or success as a writer? Probably not; most likely, the student who takes advantage of the free handouts is most apt to apply the guidance given and later return to the center for other handouts or to seek tutor assistance. The minimalist approach of making the instructional materials readily available then fosters student success.

The TCC Writing Center and its staff understand that writers of all levels of experience may encounter difficulties in writing¹². Although the instructional materials are intended for student writers to use by himself or herself, the writing center staff also encourages student writers to engage in the collaborative environment working with a peer tutor. It is this approach that enhances the classroom environment of the Cornerstone Program and the ACCESS program discussed in the next chapter, enabling students to succeed.

¹² Paula Gillespie and Neal Learner stress the importance of tutors (and writing centers) to remember that all writers encounter difficulties at various times of the writing process. (*The Allyn & Bacon Guide to Peer Tutoring* 149)

CHAPTER IV

ACCESS: ENGAGING AT-RISK STUDENTS

One of the dimensions of the utmost importance is the institution ensuring all entering students have, or have had, the opportunity to acquire skills needed to be successful academically.

-Denise M. Crews and Steven R. Aragon
“Developmental Education Writing:
Persistence and Goal Attainment Among
Community College Students”

ACCESS Cohort: Success in Numbers

The word ‘success’ is inarguably relative. However, it is the term that is most prevalent in many, if not most, aspects of life. Just as there are a myriad of definitions of success, there are just as many approaches to succeeding. At TCC, the Cornerstone Program and Writing Center establish definitions that cater to both the individual program and to the TCC community as a whole. Likewise, the ACCESS program, designed to address the growing number of underprepared students entering college, seeks to define success using a common educational approach of cohort groups. This chapter explores the key terms used in archived and marketing materials to analyze rhetorical motives, identity, consubstantiality, and hierarchy.

Concern for Student Success

The Tarrant County College, Northeast Campus’ newly established ACCESS Program began in the fall of 2010. The program’s intent is to engage and retain at-risk students. TCC identifies at-risk students who, for various reasons, do not score high

enough on the entrance placement exams for writing, reading, and/or math to be placed in the gateway level courses.

The current entrance placement exams are provided by ACCUPLACER—an organization and program dedicated to the success and advancement of students in the three core courses listed above. For several years, students were able to register for courses without having to take the entrance placement exams. However, with the ever increasing concern about student success and retention in colleges—whether for accreditation or funding purposes—more colleges are requiring the exams to be taken at the time of admission to the college. This is true of TCC as well. As of the fall 2010, students can no longer register for courses without first taking the ACCUPLACER exams.

Depending on the scores earned in writing, reading, and math, students are then advised as to the level of those courses in which they then can register. The entry level or gateway courses are available to students who have successfully surpassed the required scores. For example, on the writing portion of ACCUPLACER, a student must score at least 85 on the grammar portion and a 5 on the written portion in order to advance to the gateway course of English 1301. Or the student can score lower on the grammar, but then must have a minimum score of 6 on the written portion of the exam in order to advance.

How does the ACCUPLACER fit the new ACCESS program? The new ACCESS program is based on the theory of learning communities. Students who earn a score of 4 or 5 on the ACCUPLACER writing exam are placed in cohort or learning communities. These learning communities are coordinated by the ACCESS Coordinator of Special

Projects in which a “First-time in College” course, developmental writing, developmental reading, and/or developmental math courses are required. I say and/or because students are eligible to participate in the ACCESS program by needing to take at least two of the developmental courses based on ACCUPLACER scores.

Regardless of the ACCUPLACER scores, all first-time in college students are now required to take an eight-week student success course similar to University 101 courses in which students learn time management skills, study skills, stress management, and basic college help information. At TCC, the first-time in college course is called “Student Success Course” or STSC. Although this course runs for only eight weeks, the students are required to attend in conjunction with their ACCESS courses. A student who does not successfully complete the STSC course must retake it in the next eight week session. It is the goal of the STSC course along with the ACCESS learning communities to help students engage in the learning process and to develop study groups (and hopefully friendships) that will help them succeed in their college endeavors at TCC and beyond.

The ACCESS program is designed to run two semesters. During these two semesters, students are provided the textbooks necessary for the STSC and developmental courses by the grant money funding the ACCESS program. If students successfully test out of the developmental courses by the end of the first semester, the ACCESS program also includes English 1301 and Psychology 101 during the second semester in which the textbooks are also provided. Students can opt to discontinue being a part of the ACCESS program after the first semester; however, as this program is new

and is a grant-funded program, students are encouraged to stay with ACCESS for the duration of their first two semesters to provide TCC with adequate data to support the concept of learning communities and student success at the community college.

Students are made aware of the ACCESS program and opportunity when they attend the advising session following the placement exam. Therefore, the counseling/advising department works closely with the ACCESS Coordinator of Special Projects to ensure students are placed in ACCESS designated developmental course sections. Instructors for all of the ACCESS program course sections have been selected on a voluntary basis in each of the three disciplines in order to ensure the continuity of purpose and goals for the program.

Instructors and administrators regularly meet to discuss the progress, concerns, and goals of the program. As with any new project, open lines of communication with all participants is required in order to maintain a cohesive and fruitful product. Administrators not only look to the instructors for feedback, but they also encourage student participants to provide feedback through end-of-term course evaluations separate from the usual course evaluations administered to all students.

Rhetorical Motives: Word Choice

Since this program is new, I focus on the brochure given to students and the grant proposal created for the developmental education programs at TCCD isolating those pages that concern the ACCESS program specifically. For the purposes of this study, TCC will be referred to as the rhetor. The terms being analyzed within these documents using a cluster method are: *academic skills*, *academic success*, *learning community*,

college, *student(s)*, and *access*. First, I look at the ACCESS brochure. See the table below for the number of times each word occurs in the brochure.

Table 3

Key Terms in ACCESS Brochure

KEY TERM	# OF OCCURRENCES
Academic skills	2
Academic success	1
Learning community	5
College	11
Student(s)	10
Access	7

Although the term *college* appears in the brochure more than the other key terms, *college* is used as part of the adjective “first-time-in-college” to define the target group of students and to refer to the institution itself in relationship to the admission requirements and the school name. (See Figures 6, 8, and 9) The next most frequent key term used is *student(s)*, which is used ten times. This term is used most in conjunction with the identifier “first-time-in-college” (four times), next most with the identifier “ACCESS” (three times), and next most with the identifier “eligible” (2 times). Placing the term *student(s)* with these three identifiers establishes a set of values that students must meet to participate.

The next most frequent key term used in the brochure is “*Access*”, which is used seven times. Of the seven times mentioned, the term is used in conjunction with *students* most often (three times) as indicated above. *Access* is also used as the identifier of the type of learning community students will be a part of in the program. The other two references in which the term is used express a specific course selection and what the ACCESS program provides, i.e. “offers small classes ...” (Appendix D). The next key term used is *learning community*, which is found in the brochure 5 times, is primarily identified as “ACCESS learning community” (Appendix D). The other references support the inference that the ACCESS learning community is one of many learning communities as noted on pages 1, 2, and 3 of the brochure “*an academic learning community...*” suggesting that there are more either within or outside of the TCC environment, and “*...this learning community...*” (my emphasis) in relationship to learning more about it and gaining admission to it respectively. The final two key terms *academic skills* and *academic success* are used in the brochure minimally. However, these two terms are an integral part of the ACCESS program, hence the selection of the terms to be analyzed. Although used less frequently than the other terms it would appear, by placement in the document, that *academic skills* is a significant part of the ACCESS program focus. The term appears on the first page of the brochure (See Figure 6) and on the last page of the brochure in reference to Academic Development (See Figure 9). This term is one of the first and last things an audience will read about this program making it more memorable than something mentioned in the middle. Rhetorically, this suggests that the repetitive nature of the other key terms in the brochure is in order to maintain a level of significance

with the placement of *academic skills*. *Academic success* is mentioned only once in the entire brochure (Appendix D). Although this is the primary focus of the ACCESS program, it is the least used term in the brochure. It is used in conjunction with the term “continued” (See Figure 6) on the front page of the brochure. Using this term and phrase on the front of the brochure, the rhetor is suggesting that the ACCESS program is not a punishment or disciplinary action toward the students, but rather a tool for students to use to improve academically.

Next, I look at other terms and phrases used in the brochure and how these words establish *identity*, *consubstantiality*, and *hierarchy* between the target audience and the agent – TCC.

ACCESS LEARNING COMMUNITY

spring 2011

An academic learning community of from 7 to 22 credit hours taken over two semesters, designed for first-time-in-college students who desire mastery of their academic skills and continued academic success.



Fig. 6 ~ ACCESS brochure page 1

The first page of the ACCESS brochure is appealing to the eye visually, but also attempts to connect with students on a personal level by targeting the “first-time-in-college” Appendix D) student through the brief explanation of the program found under the title. This statement identifies a motive of establishing both the institution’s *ethos* and

the consubstantiality of the student with the institution, which emphasizes success rather than deficiencies. Students can feel comfortable knowing that the college is considering their personal situation of being new to college and the apprehensions they may have about attending college, whether they are a traditional or non-traditional freshman. Students are made to feel as though they are a special part of the college through this program as the brochure claims that the ACCESS program is specifically “designed for ... students who desire mastery of their academic skills and continued academic success” (Appendix D). The terms “mastery,” “academic skills,” and “academic success” are present only on the first page of the brochure. This usage further establishes a sense of identity for the students by allowing them the opportunity to claim the “desire” for those things. Recognizing that the college acknowledges students’ desires creates consubstantiality between the students and the college. As the college provides the opportunity from a professional standpoint, the student then can take advantage of the opportunity and provisions, which in turn creates an integrated identity of student and college that shares common goals.

As mentioned earlier, one of the goals of the ACCESS program is to create cohort or learning communities of students in order to help them succeed. The term “learning community” (Appendix D) is mentioned five times with two of those instances occurring on the first page. The repetition of this term clearly establishes purpose for the program and suggests an identity for the student other than “first-time-in-college” or developmental. Further occurrences of the term “learning community” are prefaced with the definitive article ‘the’ on page 4 and the demonstrative ‘this’ on pages 2 and 3 of the

brochure. (Appendix D) Identifying the term with the definitive article establishes a rhetorical motive of a singular event. “‘The’ ACCESS Learning Community” (Appendix D) suggests that there is no other learning community associated with the ACCESS program at TCC or any other institution. Likewise, the demonstrative ‘this’ used on pages 2 and 3 also suggest that there may be other learning communities, but the learning community is specific to the ACCESS program. In fact, the word ‘program’ is not used in the brochure.

Four other terms used in the artifact that help to establish consubstantiality are found on the last page. The words are adjectives to describe the type of ‘services’ offered by ACCESS. These adjectives are “small,” “convenient,” “solid,” and “targeted” (Appendix D). The first term, “small classes,” suggests that classes for ACCESS are ‘smaller’ than traditional college classes, which would allow students to have more access to instructors during the class time as well as to establish relationships with classmates. It does not, however, indicate what ‘small’ actually means to the institution. The second term “convenient” is used in conjunction with ‘scheduling’ – “convenient scheduling” (Appendix D). Rhetorically this term and phrase establish a motive to alleviate any perceived or real anxieties surrounding the college registration process. The phrase can also refer to the goal of the institution to work with the ACCESS students to ensure that courses for this program are readily available to fit the individual student’s schedule needs. Regardless of whether the phrase refers to registration or students’ personal schedules is irrelevant because the phrase works within the framework of creating a consubstantial relationship between the student and the institution. The third

term “solid” describes “academic support” in relationship to the features of ACCESS. Rhetorically, ‘solid’ suggests that there is a support system for the ACCESS student separate from the other students at the college. This implication furthers the unique identity of the student and creates a consubstantial relationship between the student and institution while supporting the *ethos* of the institution as it represents concern for the students’ success. The final term used to describe a service of the ACCESS program is “targeted” used in conjunction with “learning” (Appendix D). The phrase “targeted learning” refers to the developmental courses indicated as necessary based on the placement test results. The phrase does not make a distinction between the courses offered and the students’ test results, but suggests that each course will be adjusted as needed. This is true of the math and reading courses, but not true of the writing courses, although, as mentioned earlier in this chapter, students must score a 4 or 5 on the writing placement test to be placed in ACCESS writing. The motive here is to establish classes of students who can either work at their own pace or are grouped with peers who are at the same level of competence, thereby making the course ‘targeted’ to their specific learning needs. The “targeted learning” provides students with the identity of being part of a literal community that has the same goals and values, which in this instance is succeeding in college. The ACCESS focus stated at the top of this page uses specific adjectives to reiterate the differences between being part of ACCESS and being part of the traditional student base. The next phrase supports this perception by stating: “Access students receive...” (Appendix D). The list of benefits that follows this statement supports the

promise of specific outcomes as a result of the adjective phrases listed at the top of the page.

Rhetorical Motives: Delivery

Rhetorically and technically, the ACCESS brochure design provides the basic information needed for students to make an informed decision about the program. Students are encouraged to participate in the program based on their placement test scores, but ultimately, the decision is theirs to make. As indicated above, the wording of the brochure is a true marketing piece in which terms and phrases have been used to establish the institution's *ethos* and both a consubstantial relationship between the institution and the student as well as an individual identity of the student within the program as that of a successful college student in a specific community.

Likewise, the spatial design of the brochure establishes the institution's *ethos* while attempting to redefine the student's identity from 'developmental' to being a part of a 'learning community'. The title page or front page of the brochure has a bold title with the words *ACCESS LEARNING COMMUNITY* creatively staggered left, right, left. (Appendix D) Each word in the title is slightly larger than the previous word ending with the word 'community' being the largest. This strategy places emphasis on the term 'community' which is the primary emphasis of the ACCESS program. Community is defined as a social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists. This definition describes the intended purpose of the ACCESS Community – a place in which students share common interests

and perceive themselves as distinct from the larger TCC ‘society’ or community. By participating in the ACCESS program, students are redefining their identity as being a part of an elite group rather than being just another college student.

Beneath the primary title, the determiner “spring 2011” in smaller and lower case font sets both the brochure and the student population for the program apart from any other semester. As with the title, this determiner helps to establish a particular community and identity for the student who participates within the given semester. The determiner also suggests that each semester may be different; however, I believe that it is primarily to help establish the learning community of a particular time or era, i.e. Class of 2011, in which the students will have a common bonding element tied with the institution within their cohort groups.

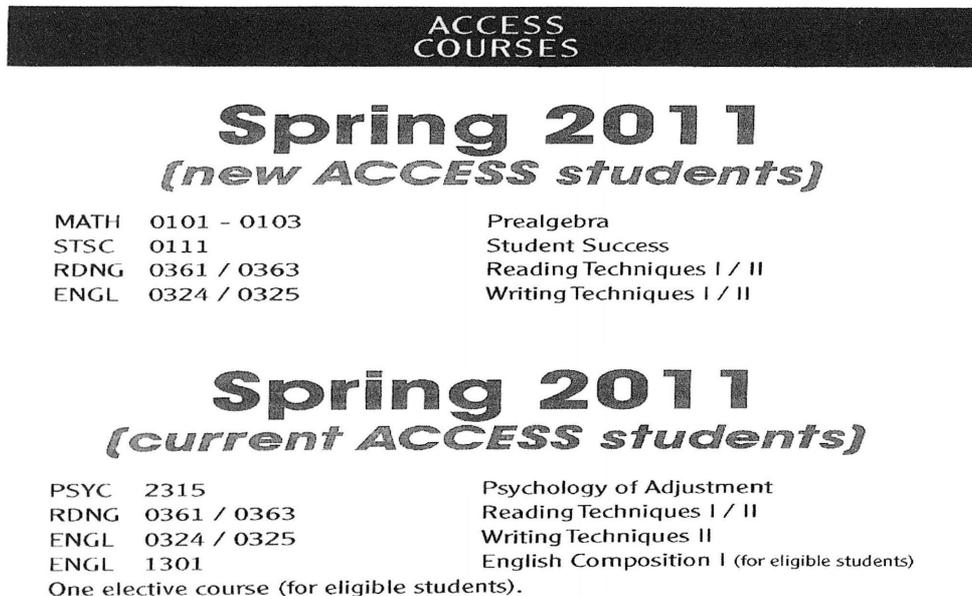
The subtitle of the brochure is the rhetorical hook that both explains the program and plays to the students’ values and emotions.

An academic learning community from 7 to 22 credit hours taken over two semesters, designed for first-time-in-college who desire mastery of their academic skills and continued academic success. (Appendix D)

Again, the phrase “learning community” suggests to the student that he or she will not be alone during this endeavor. They will be part of a collaborative collective that has common goals and objectives. The low number of credit hours and the time span of “two semesters” suggests that program is flexible and that the institution is cognizant of the value of students’ time. The remainder of the statement appeals to the students’ *ethos* by identifying them and acknowledging their values of success. This recognition suggests a

welcoming and familiar environment in which students will be able to develop confidence for success.

Page two of the brochure conveniently provides a list of the courses offered as part of the ACCESS program.



ACCESS COURSES

Spring 2011
(new ACCESS students)

MATH 0101 - 0103	Prealgebra
STSC 0111	Student Success
RDNG 0361 / 0363	Reading Techniques I / II
ENGL 0324 / 0325	Writing Techniques I / II

Spring 2011
(current ACCESS students)

PSYC 2315	Psychology of Adjustment
RDNG 0361 / 0363	Reading Techniques I / II
ENGL 0324 / 0325	Writing Techniques II
ENGL 1301	English Composition I (for eligible students)

One elective course (for eligible students).

For further information about this learning community please contact:

Counseling Department
Northeast Campus
817-515-6661
www.tccd.edu

Dr. Antonio Howell
817-515-6529
Dr. Eric Devlin
817-515-6413

Fig. 7 ~ ACCESS brochure page 2

As this program, in the fall of 2010 and each subsequent semester, will see both returning and new students to the ACCESS program; page two divides the courses into offerings for new ACCESS students and returning ACCESS students. The new student course listing is provided first, which, from a marketing or a technical standpoint, makes the new

ACCESS student the target audience for this document. If a new student has to search for the information that pertains to them, they are less likely to stay interested in the program. Returning students have already taken those first courses and have been advised at least twice of the course offerings. Therefore, the strategic placement of returning student course offerings below the new student course listings places new students' informational needs ahead of the returning students and at the same time elevates returning students to an "experienced" status or a hierarchy within the learning community. Below the course listings is the contact information for students interested in the program. This contact information does not provide individual names or any single contact person in the counseling department, but the two names and their phone numbers listed for the humanities department indicate someone at the institution who has the answers. Psychologically, people would rather make a phone call or visit a place of business if they already know someone's name than to take a chance on not knowing who they will talk with about their concerns. Providing this information establishes the *ethos* of the institution, the ACCESS program, and humanities department.

The next page of the brochure provides the necessary steps to get started in the ACCESS program.

ADMISSION REQUIREMENTS

Applicants for admission to this learning community must fulfill the general requirements for admission to the College. The steps for seeking admission to the College are as follows:

1. Request an application from the Registrar's Office or from the District Office of Admissions.
2. Submit application in person to the campus Registrar's Office or mail to the District Office of Admissions.
3. Submit necessary admission documents. If you have not previously attended college, submit official high school transcript or verification of high school graduation. Non-graduates should consult the College Catalog for additional information about admission by Individual Approval.

Non-resident aliens should consult the College Catalog for additional admission requirements.

Preregistration advisement process:

All first-time-in-college students will be required to participate in a preregistration advisement process on the NE campus. Appropriate test scores are required to register in a college-level English course. The advisement process also may include a discussion with a counselor or advisor.

Additional factors considered for admission may be a satisfactory record in high school or college, placement tests, and other tests as needed.

Fig. 8 ~ ACCESS brochure page 3

Logically, the brochure structure has provided the student with just enough information to make an informed decision. The next logical piece of information is how to go about applying for admission to the program. This page begins with a brief overview and then the necessary steps students should take to apply for admission. Rhetorically, this page

establishes a hierarchy by placing the institution's admission requirements above the ACCESS admission requirements, which are not listed. The page also establishes a hierarchy by indicating the institution's admission requirements must be met before the student's desire for admission to the ACCESS program can be considered.

The situational rhetoric of this page in the brochure is that the ACCESS program is operating within the parameters of the institution because the prospects for the program are gleaned from the institution's applicants and at this point in time ACCESS participants are voluntary. Therefore, there is not a separate admission process for students interested in the ACCESS learning community. However, the returning ACCESS students – students who participated in the program the previous semester – are processed through registration without having to reapply for admission and are therefore placed in ACCESS classes as soon as they have been advised and are registered. Using Burke's indicator of hierarchy, the returning students rise in the social schema of the program and retain established *ethos* and privilege.

The final page of the brochure is divided into two sections defining the benefits to students participating in ACCESS.

The Access Learning Community is perfect for first-time-in-college students. Access offers small classes, convenient scheduling, solid academic support, and targeted learning for the first year of college.

Access students receive...

ACADEMIC DEVELOPMENT

- Academic and technical skill building
- TSI completion strategies
- Study skills
- College adjustment
- Confidence building

SUPPORT SERVICES

- Academic advisement and counseling
- Financial aid
- Mentoring/support groups
- Campus Learning Center



Fig. 9 ~ ACCESS brochure page 4

As with many marketing brochures, the white space on this page helps to focus the attention on the content, which is divided into an overall benefit statement and then the specific benefits located in the center with bold headings. According to a business and marketing site, BusinessKnowledgeSource.com:

You will also see a difference in the use of white space for different target audiences. For instance, most working class publications will have very busy or cluttered pages and advertisements. However, the more sophisticated or higher end magazines and publications will use a lot more white space. Hence, when you compare these different publications and magazines you will see that the higher end they are the more they use white space. Additionally, you can also see the lower end will tend not to use white space. Thus, you can conclude that just by using white space in your advertisement you are immediately adding class that people relate to even if they don't understand why. (5)

This definition suggests that the ACCESS brochure falls somewhere between high end and lower end publications. Rhetorically, the page identifies the major concerns that most students deal with—financial aid, counseling, advising, and resources available to them—along with additional benefits provided to just the ACCESS student, noted in the first set of bullet points, appealing to the student success values.

Rhetorical Motives: Color and Images

The final component to the brochure is the choice of color and images to attract and engage the prospective ACCESS student. As shown above, the first page of the brochure is quite colorful and aesthetically appealing. The use of muted gold or brown background is a comforting or soothing color that does not detract from the title or the image of students at the bottom of the page.

The additional colors of royal blue and dark red bring into play the colors of the TCC logo, which establishes the *ethos* of the institution by representing support for the program as does the school logo on the bottom of the last page along with the Achieving the Dream logo. The combination of the two logos on the back page and the primary blue color throughout the brochure help the student to mentally make a connection that the institution and the marketing material are in agreement to help the student succeed.

The image on the front page is of a diverse group of happy students. (APPENDIX F) This image obviously appeals to a student's sense of well-being. The image is intended to represent the learning community, and it also projects the student enjoyment or satisfaction of being part of the ACCESS program. The image draws the attention of prospective students as something they might want to experience in their own college pursuits. It is well known that images are powerful in advertising and marketing.¹³ A brochure without a picture but containing the same information will not be as effective as the one with a picture simply because the picture is what the person will remember, not the words.

Each of the following brochure pages makes use of the royal blue color offsetting the gold, all capital letters that signify important information. The information is clearly defined, for example on page two of the brochure, the prospective student is informed of what to expect on the page as well as being shown what is contained on the page. The royal blue box at the top clearly states the page is devoted to ACCESS courses available.

¹³ Although visually appealing at first glance, a closer look shows that although there is a cultural diversity represented, there is not a demographic diversity including various ages and abilities, i.e. non-traditional students and students with physical disability.

The remaining information helps the prospective student navigate through the information as needed. A new student will find the information they need at the top of the page, while a returning student can skim the top section to go right to the courses offered for returning students. There is a clear sense of purpose, audience, *ethos*, and hierarchy within page two—inform prospective and returning students of the courses available, noting the contact numbers for questions about the program at the bottom of the page, and suggesting that although students can choose to participate in the program, the institution relies on the contacts to help guide students through the process.

Rhetorical Motives: A Move Forward

Tarrant County College, Northeast campus’s ACCESS innovators, whether intentional or not, effectively use Burke’s theory of motives and symbolic language. Burke suggests that there is both “Identification and Administrative Rhetoric” often combined in academic situations. He claims that there is a “tendency of faculty members to identify themselves in a partly administrative way” that in effects says “Whatever the autonomy of our field, in the mere act of remaining silent we are *in effect* identified with certain policies” (*Language* 302). However, by understanding human nature and responding to the ever changing goals and pressures of higher education and student success, much can be read between the lines. In other words, although the word ‘hierarchy’ is never used in the ACCESS brochure, the indicators are present by way of the presentation or delivery of information. The juxtaposition of student engagement and institutional involvement in student success establishes a dichotomy of hierarchy. The terms “convenient scheduling” and “mastery” symbolize hierarchy in that the institution

has determined the meaning of “convenient scheduling” and “mastery” while being in control of those outcomes. While maintaining the necessary administrative role to ensure academic and institutional success as it pertains to SACS and other legislative powers, administration also recognizes the influence of students in their own success and by relinquishing some of the power to the student, i.e. voluntary participation in ACCESS, the student becomes a co-author of the ACCESS program.

As co-authors of the ACCESS program, students and the institution become consubstantial—a blended identity that maintains some aspects of individuality while remaining a part of the other. Students in ACCESS become a part of the institution in that they agree with the statement that they are in fact students who “desire mastery of academic skills” (Appendix D). The students in ACCESS also become part of that learning community that has its own self-defined goal of success through mastery. Each student can then identify their own definition of what success and mastery mean to them. By engaging in this co-authorship or consubstantial relationship the institution’s credibility is strengthened. Evidence of all possible attempts to help students, especially the at-risk students, succeed during their first year of college is apparent in this brief marketing/recruitment document.

Rhetorical Motives: Focused Intent

The ACCESS grant proposal is a combined proposal for the developmental education program and initiative across TCCD which includes the TCC South Campus’ PAVE program and the district’s Adult Basic Education (ABE) program. The grant was created in part to apply for funding from the Texas Higher Education Coordinating Board

Developmental Education initiative. For the purpose of this study, I consider only the portions that directly relate to the ACCESS program.¹⁴ As with the brochure, I first look at the frequency of key terms used within the selected pages dealing specifically with the ACCESS program and I then consider the rhetorical motives of identity, consubstantiality, and hierarchy, and the *kairos* and *ethos* of the document and then address the dialogue between the two documents.

Table 4

Key Terms in ACCESS Grant Proposal¹⁵

KEY TERM	# OF OCCURRENCES
Academic Skills	0*
Academic Success	0*
Learning community	19
College	16
Student(s)	72
Access	76

The key terms *academic skills* and *academic success* do not appear specifically in the grant proposal; however, the reader can infer the presence of the terms through the use of other terminology, i.e. ‘success’, “successful college-level achievement,” “student

¹⁴ I wish to make a note that the marks on any of the ACCESS grant proposal pages indicating changes in wording were done by the creators of the document prior to my attainment of the document. (See Appendix E)

¹⁵ The asterisks indicate that the terms are not specifically used within the document, but are implied based on context. However, these terms are key terms identified in the ACCESS marketing brochure.

success,” and “completion” standing in place of *academic success* and terms such as “liable,” “progress,” “accelerate,” and “developmental” standing in place of *academic skills*. Many of these replacement terms are also part of the connections to other key terms and will be discussed below.

As expected, the word *Access* is the most frequent of key terms used in the grant proposal. The term is used primarily as the name of the program and secondarily as the adjective to define the student group. The rhetor does not identify *access* as the object of any sentence or situation within the grant proposal indicating that *student access* is not the goal, but merely a useful acronym to define a specific program.

The next most frequently used key term is *student*, which is used a total of 72 times within the specified pages being analyzed. The associated terms aligned with *student(s)* range from the number of students to be a part of the ACCESS program to “success”, which is used in conjunction with *student(s)* the most often at 10 times. This frequency indicates the primary focus of the rhetor and their goal for the ACCESS program – success. It is clear the students’ success is a large concern over the success of the program specifically, although student success will in turn provide program success.

There are three terms used equally with *student(s)*: “ACCESS,” “Hispanic,” and “development.” Each of these combinations is found five times within the page parameters. There are six other terms used equally in conjunction with *student(s)* which are: “cohorts,” “first-time-in-college,” support,” “accelerate,” “completion,” and “enrolling.” Each of the combinations is used three times within the page parameters of the proposal. These terms are used interchangeably with the other identifiers by the rhetor

creating a worldview that this targeted group has had an unequal education than their counterparts and require special attention. The remaining reference occurrences (29) of the key term *student(s)* occur only once throughout the grant proposal page parameters. Each reference is connected in some way to either the definition of the program itself or the function of the institution in relationship to the students.

The next most frequently used key term in the grant proposal page parameters is *learning community*, which is used a total of nineteen times and redefined as “cohorts” twice. The most common connection with the key term is “ACCESS”, which is used a total of six times, again representing the intention of the program over an emphasis of the function of the *learning community*. Of the remaining eleven occurrences, “students,” “participants,” and “models” are used twice and other terms are used only once. The rhetor is maintaining a focus on the name of the program in connection with this key term rather than the term itself, which suggests that the emphasis is the outcome rather than the process although each of the other connections are directly related to what the learning community will provide and what the ACCESS program has identified as the mode of instruction (Appendix E).

The final key term used in the grant proposal page parameter is *college*, which is used a total of sixteen times. The term is primarily used in conjunction with the phrase “first-time-in-college” [four times out of the sixteen references]. The only other references of *college* in association with the student group is “college connection participant” and “college culture” each indicated only once within the proposal page parameters. The next most frequent use of the word *college* is in connection with the

word or phrase “transition” and “transition course.” The rhetor does not need to use the term *college* frequently as the grant proposal, the target audience of the Developmental Education Demonstration Project (DEDP), and the TCCD audience understands that all implications and suggestions refer to the college and its function in the program.

Clearly the rhetor associates the terms *access* and *student(s)* as integral elements of the program success. As the grant proposal addresses other TCCD developmental programs as well as ACCESS, the frequency in which the word *access* is used in the proposal page parameters is to direct and information specific to the program and to separate it from the other programs also being considered for funding. The rhetor clearly sees the *student(s)* as not only recipients of the ACCESS program benefits but also as active participants engaged in their own education.

In the following sections, I will look at the design and rhetorical implications of motives, identity, consubstantiality, hierarchy, kairos, and ethos within the grant proposal page parameters dealing specifically with the ACCESS program.

ACCESS Project Abstract

Tarrant County College District's *PAVE* and *ACCESS* Models for Developmental Education Reform and Results

PROJECT ABSTRACT

TCCD's South Campus and Northeast Campus will collaborate with TCCD's Office of Workforce Services in a case management approach to test two learning communities models aimed at improving student success in developmental reading, writing, and mathematics, as well as in college-level coursework. TCC-South Campus will implement and test the *PAVE Model (Pathways And Voyages in Education)*, while TCC-Northeast Campus will implement and test the *ACCESS Model (Access to College Courses for Every Student's Success)*. Eligible student populations include the following:

1. "*PAVE*" – at least 80 200 first-time-in-college students per long semester deficient in all three TSI skill areas – math, writing, and reading – based on Accuplacer scores, enrolling as full-time students or as part-time students taking at least 6 credit hours;
2. "*ACCESS*" – at least 75 80 first-time-in-college students per long semester (at least 240 during the project) deficient in two or three of the three TSI skill areas, based on Accuplacer scores, enrolling as full-time students or as part-time students taking at least 7 credit hours.

Interventions include those are designed to recruit and serve recent GED-completers, high-level ESOL students, and students of Hispanic origin. Through the proposed *Developmental Education Demonstration Project*, learning communities will be used to accelerate students' progress into successful college-level achievement.

Fig. 10 ~ TCC dev. education program grant proposal ACCESS page

The single page document above is the front page of the PAVE, ACCESS, and ABE-IG grant proposal. As the target audience for the grant proposal is the DEDP, and the proposal is not intended for public audiences, the design follows the basic tenants of proposal layout, which is to: 1) state the problem or provide historical background, 2) identify the goals, 3) explain the approach to be taken, 4) suggest a line-item budget, and 5) indicate the impact of the project. Proposals can begin in many ways such as with a cover page or an introductory letter. As with the Cornerstone Program grant proposal, an introductory letter from TCCD's Chancellor introduces the proposal to The Texas Higher Education Coordinating Board Developmental Education Demonstration Project (THECB DEDP), while the Cornerstone grant proposal introduction letter was addressed to the National Endowment for the Humanities (NEH).¹⁶ Proposals vary widely depending on the audience as external calls for proposals will have specified criteria to be included or addressed.

Kairotic or Situational Motivation

The *kairotic* moment for this proposal was the announcement by the DEDP sponsored by THECB of a competition for funds available to Texas Community Colleges who proposed to implement innovative developmental education programs or to improve or enhance existing programs. Therefore, TCCD proposed an enhancement of two programs in place – PAVE and ABE-IG – and an implementation of a new program at the Northeast Campus – ACCESS. The defining moment also included the growing population of TCCD students who are underprepared for college either because they are

¹⁶ Further evidence of proposal design can be seen in the document images in APPENDIX E

non-traditional students coming to school for the first time or first year students who for various reasons are unable to satisfy the requirements of the entrance exams.

Ethos of Design

Not only does the design of the proposal respond to the *kairotic* moment defined by DEDP and the TCCD student population, but it also establishes the *ethos* for TCCD. The abstract of the proposed ACCESS program shown above (See Figure 9) acknowledges the requirements of DEDP and uses terminology that the project coordinators will be looking for when determining the awarding of funds, i.e. “Developmental Education Reform and Results,” “aimed at improving student success,” and “interventions” (Figure 9). Following professional proposal design and the requirements of DEDP call also establishes the *ethos* of TCCD through the adherence to guidelines which suggests TCCD’s compliance and respect for the DEDP.

Significant Proposal Terminology

As mentioned earlier, the ACCESS grant proposal is intended for two specific audiences: DEDP and TCCD. The student population is not a target audience as it is in the ACCESS brochure. However, there is still evidence of *consubstantiality/identity*, *hierarchy*, and *motivational* or *symbolic* language used within the document. The following terms have been identified throughout the grant proposal to resonate relationship between the DEDP and TCCD and between TCCD and the targeted student population. The terms being analyzed are: 1) learning community, 2) college, 3) student(s), 4) access, 5) collaborate, 6) accelerate, 7) successful, and 8) enhance. The first

four of these terms were used in the cluster analysis above. The additional four terms have been added as significant indicators of TCCD's presence and intentions.

Consubstantiality/Identity

According to Burke, *consubstantiality* is essentially a symbiotic relationship of identity in that one party aligns itself with another in order to establish its own identity. In this respect, the following terms have been identified as *consubstantiality/identity* terms within the ACCESS grant proposal. The relationship can be either between DEDP and TCCD or between TCCD and the target student population. For purposes of this analysis, any reference to faculty has been placed under the umbrella of TCCD.

The first term, *learning community*, is present in the grant proposal a total of nineteen times and implied by the term *cohorts* twice. Similar to the reference of *learning community* in the ACCESS brochure, the term is most often aligned with the name ACCESS in the grant proposal which suggests that TCCD and the student population enter into a common relationship of a community with common goals. ACCESS *learning communities* are independent communities from other programs or organizations within TCCD or on the TCC Northeast Campus, yet these *learning communities* are supported by TCCD services which include the ACCESS *learning communities* with other programs and organizations as being synonymous with TCCD.

Symbolically, the term *learning community* represents an aggregate group that will share, collaborate, and experience a collection of knowledge together in order to accomplish the common goals of the community. Although the term is defined many

ways within the grant proposal, the suggested implications are that this *learning community* is in direct compliance with the DEDP requirements for project funding.

The second term, *college*, is present in the grant proposal a total of sixteen times most often in conjunction with “first-time-in” which is clearly intended to identify a specific target group of students suggesting that TCCD’s focus on this group aligns their interests with the target group. Recognition of a specific demographic of the student population places value on the student group and on the success of the group. This recognition in turn harkens back to the *ethos* of TCCD and establishes motivation for both TCCD and the student to be identified as ‘college students’. Further references of *college* within the proposal are used to establish *consubstantiality* with DEDP in connection with the common goals of college-level achievements, college-level courses, and transition to college references, all of which focus on the purpose of the DEDP funds and the ACCESS program to provide the opportunity to *identify* as *college* members to the target student group.

The third term, *collaborate*, is used throughout the grant proposal in reference to the services provided by TCCD for the target student group. *Collaborate* in and of itself suggests a symbiotic relationship with the parties involved. In this instance it is the TCCD services and proposed programs in conjunction with TCCD to ensure either a learning environment or success for the target student group. In all of the references throughout the proposal, *collaborate* is not specifically connected to the students or the ACCESS learning community indicating that the collaborative focus is not a significant

element of the learning community although that is often what is thought of when discussing a learning community environment.

The final term as evidence of *consubstantiality/identity* is *student(s)*. As indicated in the cluster analysis, this term is present in the grant proposal a total of seventy-two times and most often in conjunction with the term ‘success.’ However, the remaining instances of the term *student(s)* are often the object of various adjectives such as: “ESOL,” “Hispanic,” “math-liable,” “reading-liable,” “eligible,” etc., which in turn establish an *identity* of the student group for the purpose of TCCD to clarify the target group for the DEDP project. In this instance, there is little evidence of *consubstantiality* as the student group is not the target audience and may not identify themselves with the adjectives with regard to a college education.

Hierarchy

According to Burke, *hierarchy* is established whether intentionally or unintentionally when a person or group attempts to create a set of boundaries or limits in order to control another person or group. There are three terms identified within the grant proposal representing *hierarchy*. These terms are: 1) college, 2) accelerate, and 3) access. Although other terms may be interpreted as being representative of *hierarchy*, such as TCCD and DEDP, these identifiers are understood to indicate a certain level of importance in regard to the proposal; therefore they are not included in this analysis.

The first term, *college*, is identified as a *hierarchical* term primarily because of the same inferences as mentioned above for establishing *identity*. *College* suggests a level of knowledge and education for the student who might feel unworthy or unable to attain.

The term *college* is also used in the phrase “first-time-in” to establish a *hierarchy* within the student body. Students are classified as ‘beginners’ with this phrase suggesting a lack of experience and basic knowledge of college requirements. Other references using the term *college* also establish *hierarchy* in that “college-level coursework” and “college transition courses” are a level above the current knowledge base or stringency of previous academic endeavors by the students.

The second term, *accelerate*, is identified as evidence of *hierarchy* within the grant proposal because of the nature in which it is used. The term *accelerate* is referenced with ‘learning community’ and ‘student(s)’ as an indicator that the target student group will be essentially above the other college participants in that they will receive focused attention from TCCD in order to ensure their completion of the program. All of the TCCD student body has access to services provided by TCCD, but the ACCESS group is targeted to receive additional attention with the intent of *accelerate[d]* performance. Interestingly, this term counters the negative connotations of the term *college* mentioned above.

Accelerate is also a motivational term for both TCCD and DEDP in regard to the outcome of the ACCESS program. Students who are *accelerate[d]* through the program and enter into the college gate-way courses sooner have a better chance of completing their college education. For TCCD, this allows more students to be assisted using the grant funds and in turn improves retention and completion numbers that are essential for state funding.

The final term representing evidence of *hierarchy* is *access*. As mentioned in the cluster analysis, the term *access* is only used in reference to the ACCESS program and is mentioned a total of seventy-six times in the grant proposal page parameters. Within the seventy-six uses, the term indicates *hierarchy* by claiming what ACCESS will do, will have, will implement, and will accomplish that sets the program apart from other Northeast Campus programs for the target student group. This frequency of use is also significant to DEDP as a marker for appropriating funds specifically to ACCESS.

Symbolically, the word *access* represents ‘entrance’. Although the term is used as an acronym of a pilot program, the cognitive connection made when reading or hearing the term is positive. Students have *access* to ‘college’, ‘learning’, ‘special recognition’, and a myriad of other possibilities. *Access* also symbolizes preference because not everyone will gain *access*. There are limits in place to determine those students who have *access* to the opportunities provided within.

The final two terms, *enhance* and *successful*, were chosen for the motivational implications indicated throughout the grant proposal. As with the term *accelerate*, each of the terms *enhance* and *successful* are used in conjunction with student and program effectiveness. Students can experience college, gain a college education, and increase their knowledge base without being part of the ACCESS program; however, the purpose of ACCESS is to *enhance* this experience which will in turn make the program and students ‘more’ *successful*. For TCCD and DEDP, the ultimate goal of any college program targeting developmental educational needs is *success* and as TCCD already has

developmental education courses in place outside of the ACCESS program, a key motivator for ACCESS will be to *enhance* the existing process.

Dialogic Conversation

The following table combines the key terms identified in the ACCESS brochure and ACCESS grant proposal as evidence of the dialogic conversation taking place between the two. In this section, I analyze the dialogism of the grant proposal terminology with the brochure.

Table 5

Combined Key Terms

KEY TERMS	ACCESS BROCHURE	ACCESS PROPOSAL
Academic skills	2	0
Academic success	1	0
Learning community	5	19
College	11	16
Student(s)	10	72
Access	7	76

Dialogically, the ACCESS grant proposal is in conversation with the DEDP application, call for proposals, and requirements for program consideration. However, the proposal is also engaged in dialogism with the ACCESS brochure. For the purposes of this analysis, I do not refer to the creators of the documents but to the documents themselves as engaging in the dialogic exchange.

Beginning with the first two terms, *academic skills* and *academic success*, the ACCESS brochure gleans the inferences of academic skills and success from the grant proposal's most frequent term in association with students which is *success*. In order for students to attain *academic success* they must also acquire or improve their *academic skills*. As indicated in Table 7, these two terms are not used specifically within the grant proposal, thereby requiring the inference taken by the brochure.

The next term in Table 7 is *learning community* and as in the grant proposal, the ACCESS brochure clearly establishes this community of students as set apart from any other community at TCC Northeast Campus. The implied meaning in both documents is that the ACCESS students are not experiencing college alone as traditional freshmen or other non-traditional freshmen. Dialogically, the grant proposal uses terminology such as "progress," "accelerated format," and "differentiated instruction" in conjunction with *learning community*, which is translated into the brochure's terminology of "mastery," "continued academic success," and "perfect" referring to the students' ultimate goal for completing college. (Appendices D and E)

The fourth term in the table is *college*, which is used almost as many times in the brochure as it is in the grant proposal page parameters. In comparison to the other terms in the table, this term is perhaps the driving focus of the conversation between the documents. Although the term is used relatively few times in the grant proposal, the emphasis of what the term suggests is carried over to the brochure. The brochure agrees with the grant proposal as to the inference of the term – to clarify the difference of college from other educational institutions or learning environments.

The last two terms in the table, *student(s)* and *access* are proportional in the brochure to the grant proposal suggesting that the brochure, which is significantly smaller in scope than the grant proposal, sees the *student access* as a significant proponent of the program in agreement with the grant proposal. Although the term *access* is still identified as the program itself and not the cognitive connection of gaining entrance, the brochure's repetitive use of the term along with the term *student(s)* enhances the rhetorical appeal of *ethos* – appealing to the values of the student.

The ACCESS program documents have engaged dialogically and will continue to do so as the program progresses. As evaluations are done and best practices are implemented, assessed, and reworked, the dialogue will continue. The dialogue has also begun to take place with the students involved in the program and as the documents will attest overtime, the dialogue will reflect the changes in needs, understanding, and goals of both the institution and the target student group.

As noted in the epigraph in this chapter, Crews and Aragon state that it is the responsibility of the institution to provide “an opportunity for students to acquire the skills necessary to be academically successful.” The ACCESS brochure, the grant proposal, and TCC NE offer that opportunity to students. It becomes the responsibility of the student to accept the offer. Further implications of the road ahead for ACCESS will be discussed in Chapter Five.

CHAPTER V

SUMMATIONS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

“...WAC and Writing Centers work in similar ways. They benefit each other and share the broad mission of improving students writing.” Jacob S. Blumner

As Jacob Blumner states above, writing programs benefit each other. Students who encounter similar concepts, principles, and writing expectations in multiple classes or academic environments have a better chance of retaining what they learn. Similarly in theory, Art Young and Toby Fulwiler’s text *Programs that Work* addresses the various ways in which writing-across-the-curriculum programs are adapted by institutions. The ‘right’ way then becomes the best innovation for the individual institution’s needs. This evolution of thinking in regard to education accounts for the ever-increasing volume of texts published on best practices. And, while we, the educators, focus on these best practices, it behooves us to remember I.A. Richards’ concern about Freshman English (and I argue, as well as developmental courses) with regard to communication: “Rhetoric, I shall urge, should be a study of misunderstanding and its remedies” (3). It is through these lenses of rhetoric and best practices that the Tarrant County College programs have been analyzed.

Best practices are a good way for institutions and educators to recognize and understand that the problems and situations of retention, comprehension, dedication of the student to his or her studies, and ultimately student success are quite possibly

universal. This is also important in allowing the educators to know that they are not alone in their concerns and struggles. Best practices shared among educators and institutions also help to address the ever-present concern of student success. As the Bay Area Writing Project understood, good education of students begins with the teachers. In order to ensure the success of students, the educators must also be educated. This particular project promised a basic collectiveness of information disseminated from educators to students. Since that initiative, educators have shared their knowledge, their ideas, and their visions with one another in order to ensure student success.

Summations

The documents selected for this study indicate that, whether intentional or not, there is substantial evidence of identity, consubstantiality, and hierarchy embedded in the wording establishing *ethos* and within the delivery (design) of the documents. As the programs continue to change, whether because of funding, the student population, a combination of both, or the inevitable evolution of education, a close evaluation and awareness of *kairos*, *ethos*, *delivery*, *consubstantiality*, *hierarchy*, and *identity* needs to be at the forefront of the rhetors' purpose during the *invention* of academic/institutional documents.

Administratively, academically, and rhetorically it is logical that the term *student(s)* is a primary focus of the Cornerstone and ACCESS grant proposals and the ACCESS marketing brochure. Students are the central motivation and focus of education and all academic endeavors. Likewise, the writing center instructional texts effectively

change the focus from the third-person *student(s)* to the second-person *you/your* in order to encourage students to *identify* themselves as writers.

Chapter II focuses on the TCC Cornerstone program, which was established to encourage honors students to begin their college career at the two-year college. The program also embarked on an innovative approach to teaching and learning in which courses were team taught and cross-disciplinary. The grant proposal and original syllabi created for this program attempt to establish consubstantiality; however, the overall focus of the program documents is the humanities-based curriculum as indicated in the frequency table. The term *curriculum* is used a total of twenty-five times with regard to the Cornerstone Program and TCC's humanities department. Although the term *student(s)* is used more frequently (thirty-one times), the most common usage is to identify the students as "high-ability," which returns the focus to the Cornerstone Program's humanities-based curriculum.

Chapter III focuses on the TCC NE Writing Center, which although different in many ways from other writing centers, functions as a primary support system to help students succeed. The documents analyzed from the writing center provide evidence of consubstantiality more than hierarchy. This finding supports the concept of student support and success. Strong evidence of hierarchy within the handouts would have suggested that the writing center held control over the students' writing, which is counterintuitive to writing center theory and pedagogy. The student as writer has the power to create and determine purpose and audience for any given writing. The handouts are tools useful in guiding all writers at various stages of the writing process. The

terminology used within the documents further establishes writer ownership and identity by acknowledging the students as *writers* addressing “*your readers*.”

Chapter IV focuses on the TCC NE ACCESS program, which addresses the at-risk population of TCC. The documents analyzed for this program indicate 1) a balance of consubstantiality and hierarchy within the brochure, and 2) *kairos*, *ethos*, and hierarchy within the grant proposal pages. This finding is not surprising given the different target audiences for each of the documents. It is unclear in the analysis of the ACCESS documents if the TCC mission statement is a true foundational piece of information guiding the proposal or the brochure creation. However, it can be inferred that students are the key emphasis for both the grant proposal and the marketing brochure as the key term *student(s)* is the most frequently used key term in the proposal and the second most frequently used key term in the brochure.

What is learned from these analyses is that identity, consubstantiality, and hierarchy are evident in the archive documents as well as evidence of dialogism between the documents. What is also learned is that using Burke’s theory of motives and Bakhtin’s theory of dialogism focus the study on word definition and usage. The initial study intent was to analyze the documents to determine rhetorical motive and dialogism. However, a close look at the archive program documents shows that terminology used in administrative documents and similar terminology used in more public documents establish the hierarchical lines between the institution and the student body. The institution is also delineated into hierarchical strata of administration and faculty.

Implications

This study's significance lays the foundation for rhetorical use of language in establishing *identity* and *consubstantiality* when creating academic and administrative documents. Although the basics of purpose and audience must always be recognized when composing communication, the word choice within those communications is also important.

Student success is the ultimate 'motive' behind all of the archive documents used in this study. What may be obtuse, i.e. "of course student success is the goal of all educators and programs," the definition of success becomes less obvious. The definition and the way to achieving success is as varied as the documents themselves, which really is a mirror of the definition of success according to the students themselves.

In an-ever growing concern regarding student success and what that success should 'look' like or how it should be measured, student commitment and engagement in the college community is also significant. Although there is much scholarship on best practices for WAC, Writing Centers, and Developmental Education programs, the relevance of the student body perception of the programs, the school, and of themselves as students in relationship to the institution is not visible.

Limitations

Throughout this study, I recognize that the primary limitation of this study is that it is narrow. A comparative study of programs in similar institutions would lend itself to a richer understanding of terms used in academic artifacts. For example, comparing the writing center instructional documents from Tarrant County College, Collin County

Community College, Salt Lake Community College, and Monroe County Community College in Michigan will lend a much broader scope of understanding in rhetorical motive and dialogue between institutional programs and documents. The narrow scope of the study also limited the results of a dialogic interaction. Another limitation at the time of this study is that both the Cornerstone program and the ACCESS program are in a state of re-evaluation and revision, therefore, a close analysis of the ‘before’ and ‘after’ documents would provide a clearer picture of the rhetors’ understanding and use of language as it pertains to the development of identity and consubstantiality and to determine the instances in which hierarchy is maintained.

Areas of Future Research

A careful rhetorical analysis of academic documents is necessary first and foremost to ensure that the mission, goals, and objectives of institutional programs and the respective archive documents follow the mission, goals, and objectives of the institution. An analysis is also necessary to ensure that the students (generally the target audience) have a clear identity (consubstantiality) with the institution. However, to further understand whether the identity is being established, it is my opinion that a survey of students in the Cornerstone program, the ACCESS program, and students who use the Writing Center documents needs to be studied in order to determine whether the students’ truly have a sense of identity with the college as a result of the institutional documents they encounter based on terminology and delivery. Likewise, a long-term case study should be undertaken to evaluate the effectiveness of the documents on student success within these programs.

As well as performing survey research, interviews with key persons involved in the Cornerstone, Writing Center, and ACCESS programs is necessary to help identify original intent to support the inferences made based on limited time and resources.

A broader study that looks at other community colleges' honors, at-risk, and writing center program documents is also needed. A close look at the types of documents used with similar programs in other community colleges in North Texas and nationally would be foundational in determining the similarities and differences of terminology used in program documents and the rhetorical indications of the terminology on student success.

Additionally, the National Endowment for the Humanities provides several opportunities annually specifically for community college enhancement. For example, a current request for proposals allows community colleges to enter into an agreement with NEH to "Support *Bridging Cultures* at Community Colleges." This particular grant is to "advance the role of the humanities at community colleges through curriculum and faculty development based on the theme of *Bridging Cultures*" (2).

Tarrant County College calls annually for specific proposals to further education and curriculum development for the developmental education program district-wide. These internal requests for proposals encourage cross-discipline collaboration in order to reach common goals for students in the developmental programs.

The Association of American Colleges and Universities annual conference in 2011 examines "new interpretations of student success in the 21st century" (1). As with

the relative definition of success among students, it is necessary to actively define, explain, and predict the future of academic success.

Although rhetorical analyses are helpful in understanding the motives and means in communication and institutional development, a close analysis of the words used in all documents and communication is essential to understand the effectiveness of programs targeting student success. I assert that word choice, and the conversation between documents, has a particular significance to administrative, marketing, and archival documents concerning academic program and student success.

EPILOGUE

Although this research looks at three distinct programs at a single institution, I believe this research focus is relevant to all programs at all academic institutions. As an instructor of first-year composition, dual credit courses, and developmental reading and writing, I am extremely aware of the importance of rhetorical motives inherent within the documents I use. Regardless of the course, the hierarchy (instructor to student) is established by the *kairos* of the classroom. The documents – syllabus, textbooks, instructional materials, student handbooks, etc. – all support the initial hierarchy of the institution over the student. I have found that students respond well to instruction and feedback when they are involved in the conversation. My teaching philosophy and pedagogy are directly related to my experience as a peer tutor. I attempt to lessen the hierarchical stigma in the classroom by creating collaborative learning environments with group activities. I encourage the realization of identity through individualization activities, opinion writings, and essays surrounding each student's personal career goals. And, I help students understand the consubstantial relationship between student and TCC by adhering to the goals and objectives established by TCCD for each course. Student success begins where each student is when he or she enters the classroom. Recognizing the dialectic nature of information transference from institution to instructor to student and reversed is key in establishing a truly successful learning experience.

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APPENDIX A

Tarrant County College Mission Statement

Mission Statement

Tarrant County College's Mission Statement:

Tarrant County College provides affordable and open access to quality teaching and learning.

Role and Scope

The College implements its mission through a clearly defined set of programs, services, and partnerships that include:

- University transfer programs
- Workforce education programs
- Technical programs
- Developmental courses
- Adult literacy courses
- Continuing education and community services
- An extensive curriculum
- A commitment to institutional effectiveness-an ongoing process of self-examination, self-improvement, and an unending pursuit of excellence.

<http://www.tccd.edu>

APPENDIX B

Cornerstone Grant Proposal Pages

THE CORNERSTONE PROGRAM
BELIEFS, KNOWLEDGE, CREATIONS, AND INSTITUTIONS:
CORNERSTONES OF CHARACTER AND CIVILIZATION

A COHERENT HUMANITIES CURRICULUM
FULFILLING CORE REQUIREMENTS IN A
TWO-YEAR PROGRAM AT THE COMMUNITY COLLEGE

INTRODUCTION

From the Greek Academy and the concept of *paideia* through the *studia humanitatis* at universities during the Renaissance to nineteenth-century Newmanesque universities and on to twentieth-century mega-universities as scientific research centers, human knowledge has been pursued and examined. The *trivium* and *quadrivium* have become so compartmentalized into an array of majors and departments in late twentieth-century American colleges that not only do students not sample the learning of all fields, but also they frequently miss any awareness of the background of their own areas of study and the relationships of them to other areas. The fundamental skills of reasoning and communicating often are assumed or overlooked during the education process.

The idea of The Cornerstone Program is to present a revised humanities-based curriculum focusing on a (reasoned ~~X~~ understanding of the scope and coherence of humanistic studies) from classical through contemporary traditions. Through analyzing and integrating seminal texts within these traditions, ¹students should improve and integrate their reading, thinking, writing, and speaking skills and thereby enhance their functioning in and understanding of their world

SUMMARY

The Cornerstone Program will be a rigorous, coherent, comprehensive, humanities-based curriculum designed to serve the increasing number of high-ability students coming to the Tarrant County Junior College District. The program offers a four-semester, 66-hour curriculum leading to the Associate in Arts degree at TCJC and a Bachelor of Arts at a senior institution. Central to this curriculum are four Cornerstone Courses, one to be taught in each of the four semesters; these team-taught interdisciplinary courses will focus on primary texts, examining four themes--"Beliefs, Knowledge, Creations, Institutions: Cornerstones of Character and Civilization." Providing a sense of chronology and a firm grounding in humanities readings, the Cornerstone Courses and their themes will be integrated into the entire 66-hour curriculum.

This proposal seeks a grant of \$198,121, with institutional cost sharing of \$515,895, over a three-year period beginning in May 1990 to fund two faculty study seminars focusing on primary readings to be used in the four Cornerstone Courses and to implement the program. Objectives of the project are to provide training of faculty for the implementation of a coherent humanities curriculum and to provide a vehicle for professional development, for intellectual stimulation, and for a spirit of renewal among the faculty. As these objectives are met, The Cornerstone Program will increase humanities content in the curriculum and enhance instruction throughout the District.

The 30 faculty members who will teach in The Cornerstone Program in 1991-1992 will take part in a three-week study seminar in May 1990. A major humanist will set the tone at a public lecture and will discuss primary works in faculty study sessions. Content specialists will work with faculty who will teach the respective Cornerstone Courses. A second faculty study seminar will be conducted using the same format in May 1991 for faculty who will teach in the program in 1992-1993. Faculty will continue to meet throughout the school years following their seminars to further refine their courses; a humanist will work with faculty to design student assignments using the major and supplemental humanities texts.

The project will be under the direction of three humanities faculty designated as directors on their respective campuses, one of whom will act as project director. This grant will facilitate the implementation of the program by purchasing humanities texts for the three campus libraries and by funding released time for the campus directors and for faculty teaching in the program.

SAT or other test scores. The student body has traditionally been about equally divided between the academic and the technical-vocational programs. Since 1985, however, the percentage of academic students has increased to about 75 percent. Much of the increase in the academic enrollment has been among students of high ability, those who formerly would have enrolled at senior institutions as freshmen. The number of entering students scoring above 50 on the Nelson-Denny reading examination, indicating ability equivalent to the junior year of college, has risen from 544 in the fall of 1985 to 1,072 in the fall of 1989.

Tuition, currently at \$10 per semester hour for county residents, has been deliberately held low to make the educational opportunities as affordable as possible. An increase in tuition at state universities to \$24 a semester hour and their higher fee structures have made TCJC increasingly attractive to those students who, for financial reasons, want to attend one of the campuses for one or two years and then transfer to a senior institution. Tuition and fees for a full, 15-semester hour class load at TCJC are \$330 per year and \$940, for instance, at neighboring UT-Arlington.

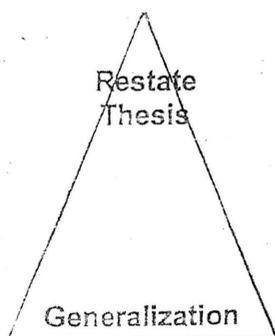
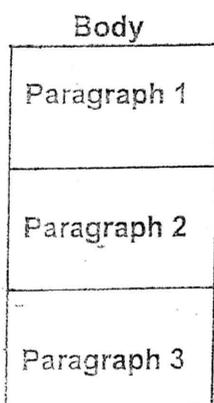
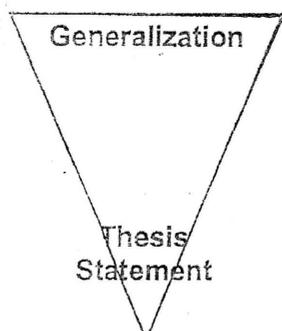
Student Needs

About 80 percent of TCJC's students in academic curricula transfer to universities. But, while the campuses have been serving the needs of those students who, for academic reasons, need to attend a community college before transferring to pursue a baccalaureate degree, they have not

APPENDIX C

TCC NE Writing Center Instructional Materials

THE FIVE-PARAGRAPH ESSAY



Introduction (paragraph #1):

1. Broad generalization
Various tactics:
 - a. Make a bold statement
 - b. Write an example or definition
 - c. Give a quotation
 - d. Ask a question
 - e. Tell a story or narration
 - f. Provide background information
2. Connector (sentence which explains the relationship between the thesis and the introductory remarks)
3. Thesis statement (tells the main focus of the paper)

First body paragraph (paragraph #2):

1. Topic sentence
2. Support—illustrations and examples
3. Closing statement

Second body paragraph (paragraph #3):

1. Transition
2. Topic sentence
3. Support—illustrations and examples
4. Closing statement

Third body paragraph (paragraph #4):

1. Transition
2. Topic sentence
3. Support—illustrations and examples
4. Closing statement

Conclusion (paragraph #5):

1. Restatement of the thesis
2. Connector (sentence which explains the relationship between the restatement of thesis and the concluding remarks)
3. Generalized conclusion
Various tactics:
 - a. Offer a solution to the problem
 - b. Tell a story or narrative
 - c. Refer to introduction
 - d. Show significance of topic
 - e. Make a thought-provoking statement
 - f. Urge readers to adopt your beliefs

THE FIVE-PARAGRAPH ESSAY

TCC Composition I and II

The five-paragraph essay consists of:

- Introductory paragraph
- Three body paragraphs
- Concluding paragraph

The function of the introductory paragraph is to:

- Present your thesis statement.
- Indicate your plan of development.
- Attract your reader's interest.
- Supply any background information necessary for your reader's understanding of your essay.

Introductions should:

- Begin with a broad introductory tactic such as a generalization of your topic, a bold statement or statistic, an appropriate anecdote or analogy, or a meaningful quotation or question.
- Narrow down to the thesis statement at the end of the paragraph.

An effective thesis statement:

- Gives the main idea of the essay.
- Makes an inference that demands proof or further development.
- Presents the controlling idea that connects every paragraph, sentence, and word in your paper.
- Appears at the end of the introductory paragraph (usually).
- Consists typically of three subtopics.

The purpose of body paragraphs is to:

- Develop the three subtopics presented in the thesis statement.
- Provide a place for exploration, definition, and explanation of each area of focus.

The first body paragraph contains:

- Topic sentence #1, which usually discusses the first subtopic of the thesis statement
- Explanation
- Supporting examples and details
- Closing or concluding statement

The second body paragraph contains:

- Transitional phrase (usually combined with topic sentence #2)
- Topic sentence #2, which addresses the second subtopic
- Explanation
- Supporting examples and details
- Closing statement

The third body paragraph contains:

- Transitional phrase (usually combined with topic sentence #3)
- Topic sentence #3, which addresses the third subtopic
- Explanation
- Supporting examples and details
- Closing statement

Conclusions should:

- Restate the thesis.
- Briefly review the key points of the essay.
- Repeat an aspect of your introductory paragraph.
- Clearly signal that you have made your final point.
- Recommend a course of action (for persuasive essays).

Conclusions should not:

- Consist of one-sentence paragraphs.
- Provide a sermon or cliché.
- End in a contrived manner.
- Give a detailed summary of points you have already made.
- Use trite concluding phrases.

BUILDING PARAGRAPHS

ESTABLISHING PURPOSE:

Narrative: tells a story in sequential order

Descriptive: uses the five senses to relate details of an event, person, object, or setting

Explanation: explains, analyzes, or interprets an issue

Argumentation: attempts to persuade readers to take action or consider the writer's point of view

ESTABLISHING PATTERN:

Three-part structure: introduction, body, conclusion

Five-paragraph essay: introduction with thesis statement; three body paragraphs with topic sentences supporting the thesis and evidence supporting each topic sentence; conclusion paragraph that often summarizes, offers an analogy, or brings finality to the discussion

DISCOVERING A TOPIC:

Refining a subject: For example, art (way too broad) – Impressionism (too broad) – Claude Monet (still too broad) – Monet's art and gardens (workable)

The key to successfully narrowing a topic lies in moving from general Categories to more specific sub-categories.

DEVELOPING STRUCTURE:

Depending upon the purpose of your paragraph, use one of the following elements:

- **Example/Illustration**
- **Comparison/Contrast**
- **Classification/Division**
- **Definition**
- **Cause/Effect**
- **Analogy**
- **Process/Analysis**

In an extended paragraph, more than one element may be used.

TEXTBOOK STUDY SKILLS

In many college courses, success means being able to read and study a textbook skillfully. For many students, unfortunately, textbooks are difficult to read. However, there is a way to attack even the hardest textbook and make sense of it.

Previewing:

Taking the time to preview a section or chapter can give you a clear view of the way the material is organized.

1. **Title:** Study the title. The title is the shortest possible summary of a selection and will often tell you what the material will cover.
2. **First and Last Paragraph:** Quickly read over the first and last paragraphs of the selection; these may contain important introductions to, and summaries of, the main ideas.
3. **Headings and Subheadings:** Briefly examine the headings and subheadings in the selection.
4. **First and Last Sentences:** Read the first and last sentences of paragraphs. Look for words set off in **boldface** or in *italics*, and look at pictures or diagrams.

Marking:

Use a felt-tip highlighter to shade material that seems important, or use a regular ballpoint pen and put symbols in the margin next to the material (e.g., put a star beside all references to one idea, checks behind others, etc.).

1. **Definitions and Examples:** Definitions are often among the most important ideas in a selection. Most definitions are abstract, and they are usually followed by one or more examples to help clarify their meaning. Always mark definitions and at least one example that makes a definition clear to you.
2. **Enumerations:** Enumerations are lists of items (causes, reasons, types, and so on) that are numbered 1, 2, 3, . . . or that could easily be numbered in an outline. They are often signaled by addition words (first of all, another, in addition, finally).
3. **Emphasis Words:** Emphasis words tell you that an idea is important. Common emphasis words include phrases such as "a major event," "a key feature," "the chief factor," "important to note," "above all," and "most of all."

Note Taking:

Next, you should take notes. Go through the chapter a second time, rereading the most important parts. Try to write down the main ideas in a simple outline form.

From: Akers, Sheila. "Power Learning." *English Skills with Readings*. 2nd ed. New York: McGraw, 1991.

THE SENTENCE OUTLINE

The sentence outline is a useful tool for organizing ideas and identifying inferences. Bruce Edward in *Processing Words* says, "No outline should be a straightjacket" (49-50), so you may find yourself revising the outline as you write the paper.

The sentence outline has three rules:

- Each entry should contain *one* sentence.
- All outline sentences must represent *the writer's inferences* – never facts, examples, or quotations.
- All outline sentences must appear in the appropriate places within the essay.

Sentence outlines should include the following:

1. **TITLE:** Because it identifies the topic of the paper, the title should catch the reader's attention; rarely are sentences suitable for titles.
2. **OPENING GENERALIZATION:** As the main or central idea, the opening generalization is the controlling inference (or main idea) for the entire paper.
3. **THESIS STATEMENT:** The thesis statement is more specific than the opening generalization, but it is still broad enough to encompass the topic sentences that follow. It shows how the opening generalization will be developed in the paper and contains multiple inferences (usually, but not always, three subtopics for a five-paragraph essay). It essentially provides a road map for you to follow in writing the paper and for your reader to follow in reading it.
4. **TOPIC SENTENCES:** Each body paragraph contains one topic sentence that focuses on a specific inference (or subtopic) of the thesis statement. This subtopic is supported and developed further by the other sentences within the paragraph. All of these sentences must relate to the topic sentence, which in turn logically connects with the controlling idea of the thesis statement.
5. **CONCLUDING IDEA:** This is neither a summary nor a restatement of the thesis. The concluding inference develops logically from the topic sentences and shows the significance of the entire paper.

Note: Once completed, the outline page should read like a paragraph with each entry advancing the author's ideas.

SAMPLE OUTLINE FOR A FIVE-PARAGRAPH ESSAY

Title: The Three C's of Better Singles Tennis

Opening Generalization: Novice tennis players can improve their singles game with the three C's of better singles tennis.

Thesis Statement: Three keys to playing better singles tennis are conditioning, concentration, and consistency.

Topic Sentences:

1. Conditioning builds the endurance necessary for singles matches.
2. Concentration on stroke mechanics improves players' games.
3. Consistency in shot mechanics allows players to plan effective strategies.

Concluding Idea: Players with good conditioning, concentration, and consistency can expect to start beating some of the players who used to beat them.

HINTS:

- Double space the entire outline page (like this sample).
- Although the thesis statement makes multiple points, all other entries should be complete sentences that each make one point.
- All outline sentences must indicate your opinion, attitude, or belief. Never use a quotation or a statement of fact on your outline page.
- Your topic sentences will preferably repeat words or phrases of your thesis. If not, each topic sentence must demonstrate a clear relationship with your thesis.
- Each topic sentence should advance an idea expressed in the thesis and not merely repeat the thesis.

Adapted from: Gallagher, Eddy. The Computer Assistant. New York: Mc-Graw-Hill, 1996.

THE THESIS STATEMENT

An effective thesis statement presents the main idea of an essay or research paper. In the introductory paragraph, the thesis states the main point of the essay. In addition to keeping you on target while you write, your thesis statement tells your readers how you intend to approach your topic. Throughout the paper, your thesis promises your readers that you will prove specific facts or develop certain ideas; therefore, every paragraph, sentence, and word in your paper must relate to this controlling idea.

The thesis statement in a five-paragraph paper usually has three main subtopics and typically appears at the end of the introductory paragraph, following an opening generalization and background information.

An example of a thesis statement with three subtopics is:

The quality of elementary education today is in jeopardy because students are impacted by the decline of the nuclear family, by the shortage of qualified teachers, and by the influence of media on children.

The main topic explores the idea that the quality of elementary education is in jeopardy, and the subtopics further expand the idea that students are impacted by: 1) the decline of the nuclear family; 2) the shortage of qualified teachers; and 3) the influence of the media on children.

For you as a writer, the thesis statement:

- develops through the interrelationship of thinking, reading, and writing;
- limits your research by providing you with one controlling main idea that intrigues you;
- narrows your writing to one specific claim that you can develop or prove;
- organizes your ideas so you know the important points you want to make in your paper; and
- clarifies your writing by keeping you on target to fulfill your proposed purpose.

For your readers, the thesis statement:

- identifies the main point and subpoints of your essay clearly and quickly;
- functions as a road map so your readers can easily follow your ideas; and
- gives satisfaction at the conclusion of the paper when your readers discover you have fulfilled your promise by proving or developing your main point.

Characteristics of an Effective Thesis Statement:

1. An effective thesis statement prepares readers for facts and details, but it cannot itself be a fact. It must always be an inference that demands proof or further development.

Too Factual: In the ABC Independent School District, 21% of certified teachers have been replaced by non-certified teachers.

2. A good thesis should be limited and not too broad.

Too Broad: Elementary schools today have many problems.

3. A strong thesis statement should be sharply focused and not too vague.

Too Vague: Students are affected by problems with families, teachers, and the media.

If you can write an effective thesis statement for a five-paragraph essay, you can use the same formula to write a five-page paper, a twenty-five-page paper, or an entire book!

CONCLUSIONS

A conclusion should give a clear signal that you have made your final point. The conclusion provides you with a chance to establish the significance of what you have to say; therefore, it provides the final wrap of your essay. End on a strong, lively note, leaving your readers not only with something to remember but also with the satisfaction of knowing that you delivered what you promised in the introduction.

Some Methods to Consider:

Reference: Refer to something in your introduction (the easiest way to conclude):

No, this is not a story of they lived happily ever after because I'm working very hard just to keep up. I spend almost four times the amount of time the people I study with spend on homework assignments. But I am here, and I am not sitting in the back row anymore. —Connie Nead, TCC-NE Student

Summary: Show the significance of the material you have told your readers:

While they cannot replace parents or school, all of these programs contribute greatly to the growth and development of today's children. Serving a dual purpose, they provide constructive and stimulating entertainment while they make the teacher's job a little easier. In other words, they show that learning can be fun. —Barbara Holmes, TCC-NE Student

Quotation: Show how the quotation applies and add your own comment:

Diehard optimism, however, comes with the territory. Wallace Stegner, the Hemingway of the Rockies, called the West "the youngest and the freshest of America's regions, with a chance to become something unprecedented." And he wrote, "Nothing would gratify me more than to see it both prosperous and environmentally healthy, with a civilization to match its scenery." If the Rockies find that state of grace, the cry around America will continue to be "Head for the hills." —Jordan Belafonte, Time, September 6, 1993

Results: Show how the information has had (or can have) an effect:

Now as I lie down to sleep, I think of Ed. I become thankful for all the luxuries in my life, the luxuries that Ed does not have, the luxuries that Ed will never have, not as long as cars keep passing over the bridge, oblivious to the ones living beneath.—Michael R. McNatt, TCC-NE Student

Question or

Implication: Give your readers something further to think about:

What, then, will happen in the twenty-first century when most of the population will be over sixty-five years old? Retirement policies could change dramatically, with the testimonial dinner and gold watch postponed for five or ten years. Even television could change as the Geritol generation replaces the Pepsi generation. Glamorous gray-haired models would sell everything from toilet paper to televisions. New soap operas and situation comedies would reveal the secrets of the “sunset years.” It will be a different world when the young finally find themselves outnumbered.—John Langan, College Skills with Readings

Recommendation: Urge your readers to adopt your beliefs:

At some point in the evolution of man, people forgot that they themselves are animal also. They must realize that as the “masters” of the environment, human beings should not murder animals [for vanity’s purpose] but should allow them to live full natural lives. Just because we have the capability to kill doesn’t mean we have the right to kill merely to adorn ourselves.—Kelly D. Herd, TCC-NE Student

Speculation: Connect with a larger issue to show the importance of your point:

So, with one mystery solved, researchers find themselves trying to explain how a drought persisted for three centuries. The ancient Mesopotamians did not cause the heavens to dry up. That raises the ominous possibility that it could happen again. And that humanity, by dumping pollutants into the atmosphere, is tinkering with a climatic system more complex and random than humans have realized.—Christine Gorman, Time, August 30, 1993

Call for Action: Show your readers what action *they* can take:

Although ice hockey has its share of violent incidents, the reports of these incidents are exaggerated while reports of the players’ skill and finesse are virtually nonexistent. Attend a game and see for yourself. Sure, the media will emphasize the fights; they raise excitement. But ice hockey is primarily a game of skill. Perhaps some of these complainers should strap on some ice skates to see if they can stand up on them. Maybe then perhaps they can appreciate the effort the athletes make, whether they are shooting, passing, scoring, or even fighting. Come see for yourself. —Martha Hale, TCC-NE Student

GUIDELINES FOR TAKING CLASSROOM NOTES

- Come to class on time.
- Use abbreviations while taking notes.
- Write down anything that the instructor puts on the board.
- Write down definitions and lists.
- Look for signals of importance (“The first person to . . .” or “The three types of . . .”).
- Write down the teacher’s examples or diagrams.
- Read your notes as soon as possible following your class.
- Type your notes on a computer or word processor if you know that you will have trouble reading your handwriting a day or two later or if you know this reinforces your retention of the material.
- Ask questions if you do not understand the instructor. Then write down your question and the instructor’s answer, including any mention of important chapters from the textbook.
- If you realize you have a gap in your notes, leave a blank spot in the notes. Then later exchange notes with a friend so you can help each other with the material.

MAKING THE MOST OF COLLEGE WRITING ASSIGNMENTS

In the typical college writing assignment, the five-paragraph essay with thesis statement and coordinating topic sentences is the expected norm and will assure the writer of a good, solid “B” in the course.

If you, the writer, have higher aspirations than merely a respectable showing, follow these guidelines for more engaging, more creative, more advanced writing techniques.

1. **Although the thesis statement is usually found in the opening paragraph of the five-paragraph essay, it doesn't have to be unless your instructor tells you it must be there. What if we add a narrative or descriptive paragraph to the first paragraph to engage the reader? Then the thesis statement could move down to the second paragraph with the opening generality and brief background of your topic.**

Here is an example:

“Stop, thief! Somebody help! He’s got my purse!” Determined to resist being the latest crime statistic in Chicago, I raced off in pursuit of the pre-teen punk who had swiped my handbag right there in broad daylight. As I ran, I tried to calm myself so I could make good decisions and not make matters worse. My cross-country track training was coming in handy as I adjusted my breathing to accommodate the run. I was actually gaining on the Artful Dodger, and I knew I would soon overtake him.

Street crime in our cities and large towns is a problem. Experts from the National Crime Bureau in Washington, D.C. report that violent crime has increased by 35% over the last decade. By the year 2002, the estimated victims of personal crime encounters will be one in four. If measures are not taken to educate, inspire, and thus prevent violent crime by the year 2005, that ratio will be one to one. In the following discussion, the reader will recognize the general causes of street crime, become aware of measures currently undertaken to prevent such events, and embrace new approaches to educating our youth.”

Did you see that? Can you recognize the narrative, the opening generality, the background material, and the thesis statement? Let’s look at that example again:

“Stop, thief! Somebody help! He’s got my purse!” Determined to resist being the latest crime statistic in Chicago, I raced off in pursuit of the pre-teen punk who had swiped my handbag right there in broad daylight. As I ran, I tried to calm myself so I could make good decisions and not make matters worse. My cross-country track training was coming in handy as I adjusted my breathing to accommodate the run. I was actually gaining on the Artful Dodger, and I knew I would soon overtake him (NARRATIVE).

BODY PARAGRAPHS

What are the functions of paragraphs?

- They help writers organize their work in steps.
- They help readers follow the writers' thoughts throughout a text.
- Paragraphs relieve the eyes when reading a page of text.
- Paragraphs are part of the flow of a larger text.

How long should a paragraph be?

- Paragraph length varies with purpose and format.
- For newspaper columns, two sentences fill a paragraph.
- Magazines and books have wider columns, so they can be longer.
- In college, writers usually have one or two paragraphs per page.

Understanding how paragraphs work with controlling ideas, topic sentences, and supporting text:

Paragraphs do not stand alone. They have meaning only as they are joined to the whole text. Each new paragraph signals a slight change in emphasis in the paper, a step from one subtopic to another. To have a unified paragraph, and thus a unified essay, each paragraph should have a controlling idea that ties itself back to the main topic of the essay, or thesis.

The controlling idea is also called the topic sentence. The controlling idea may take the form of a generalization and may be preceded by background information or an introductory statement. The first sentence of a paragraph shows the direction of the sentences that follow it, so the first sentence must either be the controlling idea or complement the controlling idea.

A paragraph achieves unity if it supports a controlling idea. Each sentence of a paragraph should either broaden the generalization, add more detail to the controlling idea, or funnel the information down to an inference or insightful conclusion.

How can paragraphs begin?

- with a broad statement that is then limited by the second sentence and all other sentences that follow in that paragraph
- with a statement that the rest of the paragraph contradicts
- with a question that the rest of the sentences answer
- with a direct quotation which is interpreted or commented upon by the rest of the paragraph sentences
- with a generality that sentences build or comment upon

APPENDIX D
ACCESS Brochure

ACCESS LEARNING COMMUNITY

spring 2011

An academic learning community of from 7 to 22 credit hours taken over two semesters, designed for first-time-in-college students who desire mastery of their academic skills and continued academic success.



ACCESS
COURSES

Spring 2011 *(new ACCESS students)*

MATH 0101 - 0103	Prealgebra
STSC 0111	Student Success
RDNG 0361 / 0363	Reading Techniques I / II
ENGL 0324 / 0325	Writing Techniques I / II

Spring 2011 *(current ACCESS students)*

PSYC 2315	Psychology of Adjustment
RDNG 0361 / 0363	Reading Techniques I / II
ENGL 0324 / 0325	Writing Techniques II
ENGL 1301	English Composition I (for eligible students)
One elective course (for eligible students).	

For further information about this learning community please contact:

Counseling Department
Northeast Campus
817-515-6661
www.tccd.edu

Dr. Antonio Howell
817-515-6529
Dr. Eric Devlin
817-515-6413

ADMISSION REQUIREMENTS

Applicants for admission to this learning community must fulfill the general requirements for admission to the College. The steps for seeking admission to the College are as follows:

1. Request an application from the Registrar's Office or from the District Office of Admissions.
2. Submit application in person to the campus Registrar's Office or mail to the District Office of Admissions.
3. Submit necessary admission documents. If you have not previously attended college, submit official high school transcript or verification of high school graduation. Non-graduates should consult the College Catalog for additional information about admission by Individual Approval.

Non-resident aliens should consult the College Catalog for additional admission requirements.

Preregistration advisement process:

All first-time-in-college students will be required to participate in a preregistration advisement process on the NE campus. Appropriate test scores are required to register in a college-level English course. The advisement process also may include a discussion with a counselor or advisor.

Additional factors considered for admission may be a satisfactory record in high school or college, placement tests, and other tests as needed.

The Access Learning Community is perfect for first-time-in-college students. Access offers small classes, convenient scheduling, solid academic support, and targeted learning for the first year of college.

Access students receive...

ACADEMIC DEVELOPMENT

- Academic and technical skill building
- TSI completion strategies
- Study skills
- College adjustment
- Confidence building

SUPPORT SERVICES

- Academic advisement and counseling
- Financial aid
- Mentoring/support groups
- Campus Learning Center



828 W. Harwood Rd • Hurst, TX 76054

An Equal Opportunity institution/equal access to the disabled.



APPENDIX E

ACCESS Grant Proposal Pages

Tarrant County College District's *PAVE* and *ACCESS* Models

for Developmental Education Reform and Results

PROJECT ABSTRACT

TCCD's South Campus and Northeast Campus will collaborate with TCCD's Office of Workforce Services in a case management approach to test two learning communities models aimed at improving student success in developmental reading, writing, and mathematics, as well as in college-level coursework. TCC-South Campus will implement and test the *PAVE Model (Pathways And Voyages in Education)*, while TCC-Northeast Campus will implement and test the *ACCESS Model (Access to College Courses for Every Student's Success)*. Eligible student populations include the following:

1. "*PAVE*" – at least 80 200 first-time-in-college students per long semester deficient in all three TSI skill areas – math, writing, and reading – based on Accuplacer scores, enrolling as full-time students or as part-time students taking at least 6 credit hours;
2. "*ACCESS*" – at least 75 80 first-time-in-college students per long semester (at least 240 during the project) deficient in two or three of the three TSI skill areas, based on Accuplacer scores, enrolling as full-time students or as part-time students taking at least 7 credit hours.

Interventions include those are designed to recruit and serve recent GED-completers, high-level ESOL students, and students of Hispanic origin. Through the proposed *Developmental Education Demonstration Project*, learning communities will be used to accelerate students' progress into successful college-level achievement.

Mathematics, and Psychology of Adjustment. PAVE students who enroll in 12 hours of course work will enroll in developmental reading, writing, and math, as well as Psychology of Adjustment. PAVE students who enroll in 9 hours will take developmental reading, writing, and math; and PAVE students taking only six hours will enroll in developmental reading and writing. Courses will include cross-disciplinary activities and collaborative learning projects which reinforce a theme to help students appreciate the importance of skill development in all areas. One expectation of this design is to create supportive relationships among students and with instructors to enhance attendance and active participation that will lead to higher rates of completion and continuous enrollment. PAVE is a cohort program in which the instructors coordinate assignments with a thematic approach. PAVE will also include part-time students who wish to enroll in 6 hours or 9 hours. It will include a one-hour "Transition to College Success" course in the first semester learning community, and PAVE will be extended to a second semester cohort design for students who need to continue in developmental studies. A set of second semester courses will offer a 1-hour reading support class concurrently with the student's enrollment in his/her first reading-intensive course. PAVE will also be scheduled for evenings and weekends and will be supported with a Computer-On-Wheels (C.O.W.) unit to heighten access to technology in the classrooms. See **Attachment A¹ – DEDP Timeline**, for details of assessment and placement activities.

The TCC-Northeast Campus will implement and test the **ACCESS Model (Access to College Courses for Every Student's Success)**, aimed at students liable in two or three of the three TSI areas based on their Accuplacer test scores. ACCESS students must score 50-77 on the reading portion of the test and 4-5 on the writing portion. Reading-liable students take a placement test in their department. Math-liable students also take a placement test in the Math Department that places them in Modules 1 through 9 of the expanded **ModMath** pilot program. (**ModMath** consists of nine one-hour modules of accelerated, targeted developmental

time or evening enrollment, to include GED completers and ESL students. *PAVE* will work with TCCD's Workforce Services department, an adult education partner with the Fort Worth ISD consortium, to expand the college readiness initiatives in TCCD's community-based learning centers. The **Transition to College Success** course, for example, can be expanded to delivery via the Internet and podcasts. Students enrolled in the learning centers for GED preparation or ESL will be offered the opportunity to utilize the *PAVE* modules as part of their college readiness coursework assigned while they are waiting for official GED scores or having completed the exit level of the Basic Education Skills Test (BEST) for advanced ESL. Similarly, TCC-Northeast's ACCESS Model will refer non-native speakers of English for evaluation and initial enrollment in credit ESOL or continuing education ESL or ACCESS developmental education classes, as appropriate. ACCESS will also offer evening and weekend scheduling options to reach out especially to the GED-completers and adult non-native speakers of English; ACCESS will also collaborate with TCCD's Workforce Services department to expand college readiness initiatives at TCCD's community learning centers.

9.1.5 DEDP Faculty Development Access and Participation. *PAVE* and *ACCESS* both evolved from faculty professional development within and outside of TCCD, in departmental meetings, district-wide "academics day" sessions, and regional/national conferences including the **National Association of Developmental Educators (NADE)**. TCC-South and TCC-Northeast Campuses are looking forward to the technical support and training available through this project's **DEDP Advisory Committee** of developmental education innovators and experts. The South Campus *PAVE* and Northeast Campus *ACCESS* faculty, administrators, and student development team members will collaborate throughout the project period in sharing best practices and utilizing continuous improvement methods to adjust the project as it progresses, for the most positive impact on students and staff, as well as share their learning and outcomes with other TCCD campuses and campuses throughout the state. All project faculty will continue

For both PAVE and ACCESS teams, professional Development opportunities will be administered at weekly or nearly weekly meetings where all the faculty members will convene to calibrate their courses and discuss students' needs. Professional development trainings will be achieved through collaboration across the two campuses and with the Office of Workforce Services, District and campus Continuing Education Services, and the Vice Presidents for Teaching and Learning. The collaboration will demonstrate shared financial responsibility and planning. Presenters will sometimes be drawn from TCCD's own personnel and at other times will be practitioners of good/best practices from other educational organizations, colleges, and universities. The learning needs of students, advisors, faculty, and administrators will be addressed by a variety of workshops, on-line presentations, and other instructional and networking experiences.

9.1.6 DEDP Data Quality. PAVE and ACCESS will be incorporated into the updated version of Tarrant County College District's **Developmental Education Plan**, under the leadership of the Associate Vice Chancellor for Teaching and Learning Services. Project staff will work with TCCD Institutional Research and with the TCCD Office of Records and Reports to collect, monitor, and analyze data relevant to student progress under both the PAVE and the ACCESS models, as well as to report internally and externally on project outcomes and results. The DEDP project director, working with the Vice-Chancellor for Student Success, the Associate Vice-Chancellor for Teaching and Learning Services, and the TCCD Office of Institutional Research, will track and interpret project data to show outcomes. If so advised by THECB, project staff will also participate in a state-wide evaluation of DEDP projects, through site visits and reporting activities, as well as through dissemination of the project models and results. In the ACCESS model, the support services provided by academic advisors and counselors will be evaluated using a customized form and process developed by ACCESS counselors and advisors. A Student Progress Report process and form will be used by ACCESS faculty,

academic advisors, and counselors to provide continuous feedback about ACCESS student success to the students and to professional ACCESS team members. A forum will be held at the end of each semester with the ACCESS faculty, academic advisors, counselors, and all involved to evaluate the program and recommend improvements for the next semester.

9.1.7 DEDP Hispanic Student Participation and Success. Both PAVE and ACCESS will employ Hispanic academic advisors to work with students and to heighten Hispanic student awareness of the value of strong learning foundations for long-term success in higher education. One of TCCD's institutional key measures – to improve the proportionate enrollment and completion rates of Hispanic students – is closely aligned with this **DEDP** priority. **PAVE** and **ACCESS** will provide Hispanic student and faculty mentors, as well as counselors, to encourage Hispanic developmental students to see that it is possible to emulate the success of others like themselves. Both models will provide student success workshops and learning tools intended to reach out to Hispanic students and encourage their progress and success in college. In the **ACCESS** model at Northeast Campus, Hispanic **ACCESS** students will have opportunities to be involved with Hispanic faculty advisors/mentors in co-curricular programs on student success and in social integration activities of the Organization of Latino American Students (OLAS).

9.1.8 DEDP Integration of Texas College and Career Readiness Standards (CCRS). TCCD developmental education faculty on both South and Northeast Campuses are aligning all course completion expectations with **Texas' College and Career Readiness Standards**. Special focus is on making sure that TCCD's curricula use language and learning activities consistent with **CCRS**. Both **PAVE** and **ACCESS** faculty and student development team members will continue to be engaged in continuous evaluation of student achievement that demonstrates compliance with **CCRS** and will be finalizing developing a grid/crosswalk development of

Mentors will meet as scheduled and will record meetings and topics of discussion.

Tutors will meet as scheduled and record meetings and nature of the session – test prep, content mastery, etc. Center for Academic Success (CAS) personnel will meet every *PAVE* student as scheduled, record meetings, and report to faculty on students' progress with outside-of-class events and projects

9.1.11 DEDP Data Collection. Project site coordinators at both participating campuses will work with TCCD's Office of Institutional Research and TCCD's Office of Records and Reports to collect the data necessary to evaluate student performance and progress, as well as to compare *PAVE* and *ACCESS* participants with the general developmental student population throughout TCCD. A report is already being designed to include these data elements: demographic information (gender, age, ethnicity, high school, admission status, participation in high school senior College Connection, etc.), placement test scores, success or failure in coursework, exit test scores (Accuplacer and/or Nelson-Denny), **tracking continuing enrollment in remediation or satisfaction of requirements to identify percentage who complete remediation cycle in 12 months or not, students' pursuit use of support and program involvement in students' use of support services and activities, course attendance and punctuality, analysis of different various tests for different learning styles to measure success (i.e., paper and pencil tests, timed or untimed tests, etc.).** This report will also track continuing enrollment in remediation or satisfaction of requirement to identify the percentage of students who complete remediation cycle in 12 months or not, and will incorporate students' responses to a re-survey of students regarding the effects of cohort structure and teacher collaborations on their learning. *PAVE* and *ACCESS* will both function with a mandatory enrollment structure which prevents students from withdrawing from one course; thus students will be especially invested in attending and participating in all cohort classes, a policy which in itself will enhance attendance and improve retention. *PAVE's* compressed term of 12 weeks is also expected to