

# Annotating Model Student Papers

## Writing Across the Curriculum S21 Learning Community

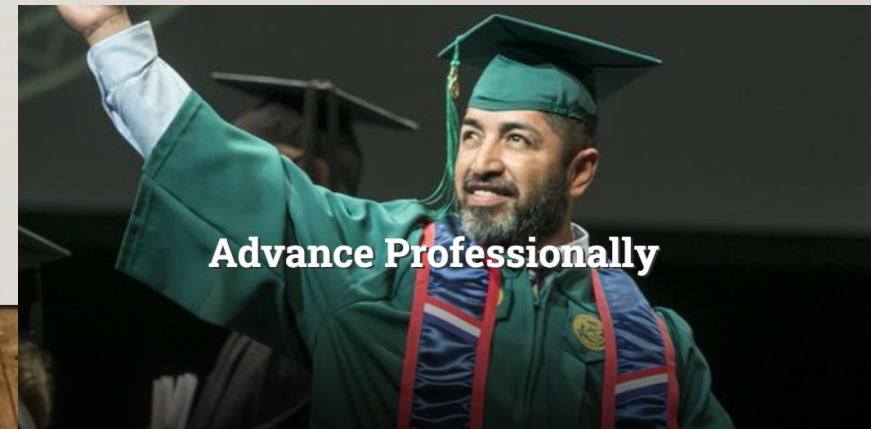
---

JANET HA POIROT, CHSS

TERM ASSISTANT PROFESSOR/BIS ASSOCIATE DIRECTOR OF ACADEMIC SERVICES

**BACHELOR OF INDIVIDUALIZED STUDY (BIS)**

**ADULT DEGREE COMPLETION PROGRAM**



# BIS CORE CLASSES REDESIGNED FOR TRANSPARENCY - Clear Writing Expectations

- BIS 300 – Understanding Interdisciplinary Studies – Redesigned – Interdisciplinary Synthesis of Research broken into a Step by Step process
- BIS 301 – Adult Learner Transitions – New Course – Tackling Self-Doubt & Goal Attainment – acknowledging emotional state is important for academic excellence

BIS Students Take Courses in the Disciplines of their Interdisciplinary Concentration

- BIS 390 – Research Process = 92% successfully completed the course
  - Final Research Proposal broken into mini-assignments
  - Annotated Paper Example resulted in clearer student papers
- BIS 490 – Individualized Study: Senior Project

**Transparency was key to Student Academic Success**

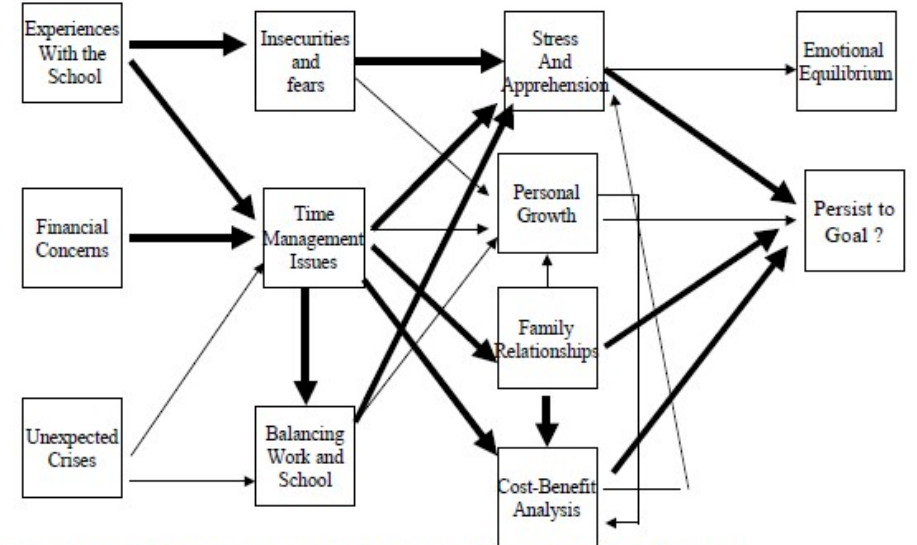


Figure 4-4: Adult Student Attrition Decision Process (ASADP) model

## BIS 390 Sample Student “A” Paper with Professor’s Annotations:

### STUDY IN ACCOMMODATIONS

#### A Study in Accommodations: Peer Reactions to Students with Learning Disabilities’ Use of Accommodations in the General Education Setting”

##### Statement of the Problem

I propose to conduct research on peer reactions to the use of accommodations by elementary aged students with learning disabilities (LD) in grades four, five and six. With a shifting trend towards inclusion in classrooms, more students with learning disabilities are spending a majority of their day in a general education setting. Despite this inclusive environment, numerous studies support that students with disabilities are still targets of peer exclusion and maltreatment. While there are few studies that focus on the contributing factors for this in the secondary setting, there is a gap in focus on the elementary school setting, which is also the time when accommodations are typically introduced. My research will examine the misconceptions that elementary-aged general education students have about classmates with learning disabilities using accommodations in the classroom. Students with learning disabilities may be the target of peer exclusion and ridicule for the use of these accommodations.

Commented [JP1]: Claiming the importance of addressing the problem. Explaining what is at stake.

Commented [JP2]: Identifying the research gap. “More needs to be done because of x,y,z...”

Writing Across the Curriculum Artifact

# BIS 390 Sample Student “A” Paper: **A Study in Accommodations: Peer Reactions to Students with Learning Disabilities’ Use of Accommodations in the General Education Setting**”

## Background Literature Review

There is little research focused on the reactions of peers to the use of accommodations by students with a learning disability in a general education classroom. There is, however, substantial research on inclusion and peer reactions to students with disabilities. The landmark Individuals with Disabilities Education Act (IDEA) paved the way for students with disabilities to gain equal access to an education. A large part of this allowed students with disabilities to learn in their least restrictive environment, which for students with learning disabilities typically means inclusion in the general education setting. Gomez (2003) defines inclusion as “recognizing we are one even though we are not the same” (p.1). It is about supporting people and allowing them to become connected to others and activities. She notes that advocating for inclusion is necessary and means guaranteeing support systems are in place for individuals with disabilities to equate with their success. Gomez also discusses what it will take to realize the vision of an inclusive community. One key piece is focused on the need for people with disabilities to create friendship networks and shift the focus from skill development to social

Commented [JP3]: Stating another knowledge gap

Commented [JP4]: Setting historical precedence by referencing a landmark act or case or seminal work which influenced many other works in the field.

Commented [JP5]: Defining important terms central to the research.

Writing Across the  
Curriculum Artifact

# STATING INTERDISCIPLINARY RATIONALE: LIST COURSES OR DISCIPLINES THAT INFORM YOUR PAPER

In the spring of 2021, I plan to take two courses that will strengthen my knowledge about accommodation strategies and building resilience. Taking *EDSE 351: Technology Integration for Specialized Instruction* will enhance my ability to promote successful blending of assistive technology to access the general education curriculum for all learners. If negative peer reactions are caused by accommodations seeming to be an unfair advantage or because someone is seen as different, successful blending is critical for a positive peer relationship. I will take *INTS 356: Foundations of Well-Being and Resilience* which explores mounting research and science on the welfare and spirit. Resilience can promote growth and rebuild efficacy for students, therefore leading to increased overall success. This will deepen my knowledge to help give students the confidence to overcome challenges and possibly the courage to accept access to accommodations despite negative peer reactions (George Mason University, 2020-2021).

**Commented [JP13]:** Student shows how the coursework of her interdisciplinary concentration feeds into her research and informs it.