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## Closing the Text Equity Gap: Using the Writing PACE Meeting to Increase Writing Practice and Performance

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# Closing the Text Equity Gap:

Using the Writing PACE Meeting to Increase  
Writing Practice and Performance

# What is a text equity gap?

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## Text Equity Gap

A significant difference in a level of text production, but not necessarily in a learning outcome, that correlates with a demographic category, such as socio-economic status, race, or gender.



What is the context of this study?

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# Western Michigan University

High Research Activity, Doctoral-Granting, Public University in the United States

Located in Kalamazoo, Michigan, between Chicago, Illinois, and Detroit, Michigan

20,480 total students, 16,554 of whom are undergraduates





## FOUNDATIONS IN WRITTEN COMMUNICATION

Brian Gogan

J. Conde, K. Mitchell, J. Scheidler, E. Spinner, S. Xaver

macmillan learning  
curriculum solutions

# First-Year Writing Program

Offers a suite of three newly revised courses housed in the Department of English

Provides required writing instruction to 63% of first-year students

Focuses on writing strategies and behaviors, as well as rhetorical awareness



# Curricular Trajectory

*SUCCESS-FOCUSED PROJECT SEQUENCE*



*REFLECTION*



*EQUITY-FOCUSED PROJECT SEQUENCE*



*REFLECTION*







The average first-year writer writes  
9,000 words or 36 pages.

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6,500 words of polished, revised writing

2,500 words of peer feedback

# Curricular Trajectory



Success Annotations  
1500 Words

Success Research Memo  
750 Words



Reflective Letter  
250 Words



Exploratory Essay  
1000 Words

Project Proposal  
500 Words

Equity Position Paper  
1500 Words

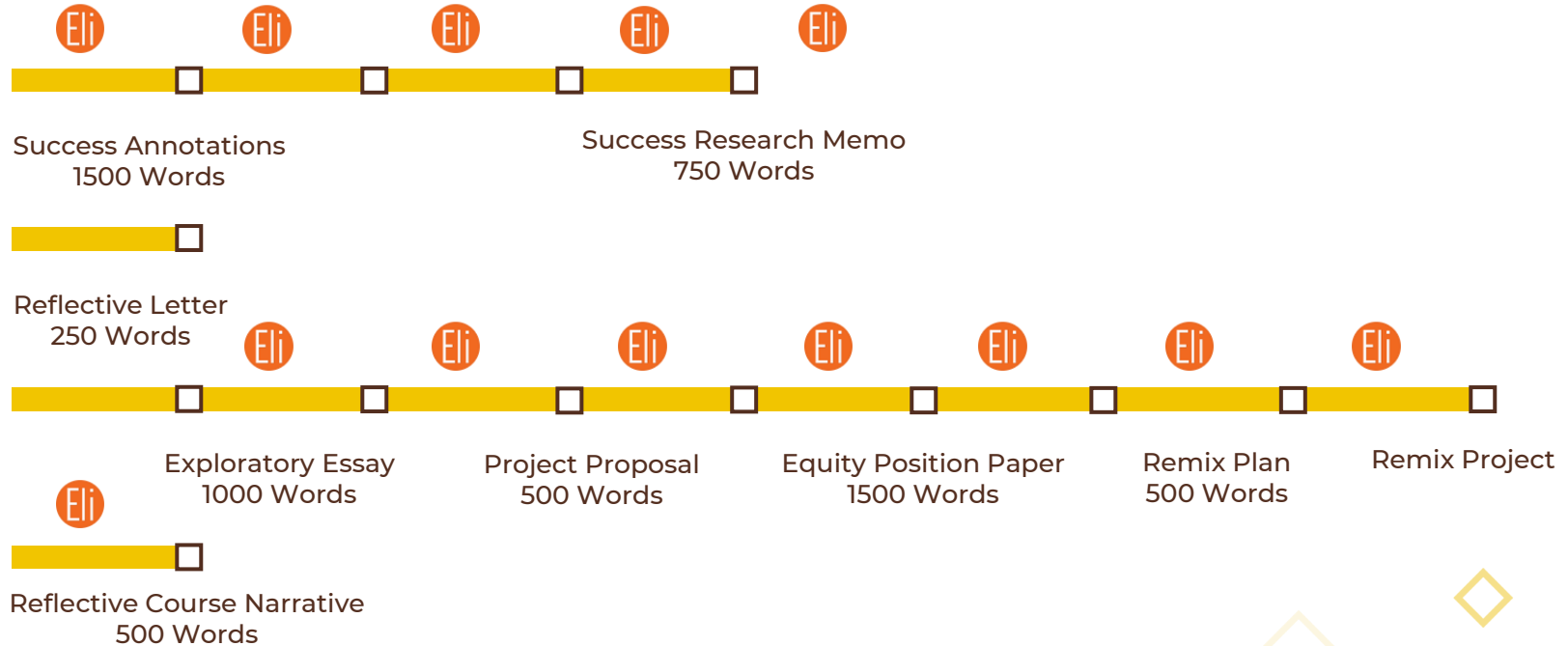
Remix Plan  
500 Words

Remix Project



Reflective Course Narrative  
500 Words

# Curricular Trajectory



# Curricular Trajectory

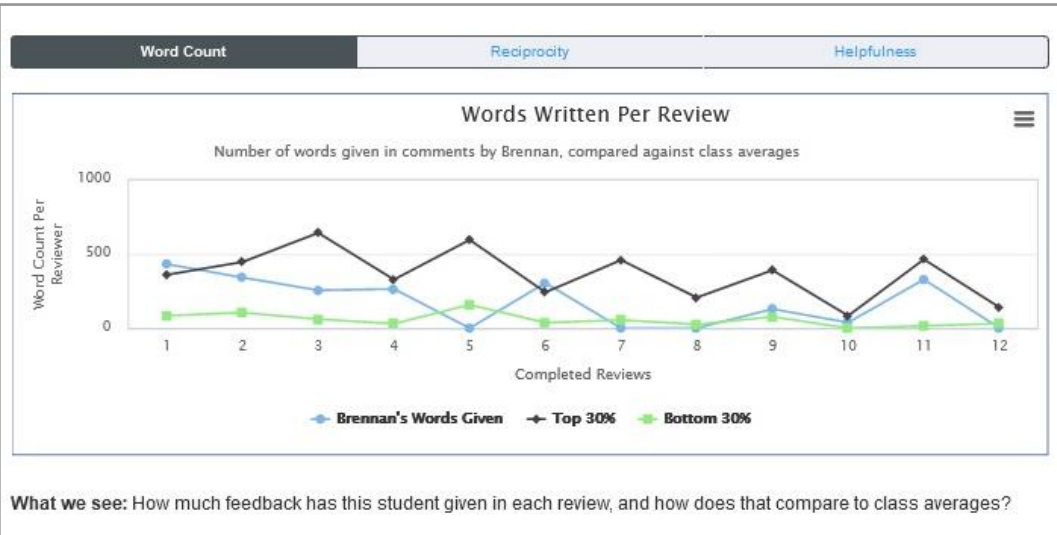


# Curricular Trajectory



# What is a Writing PACE Meeting?

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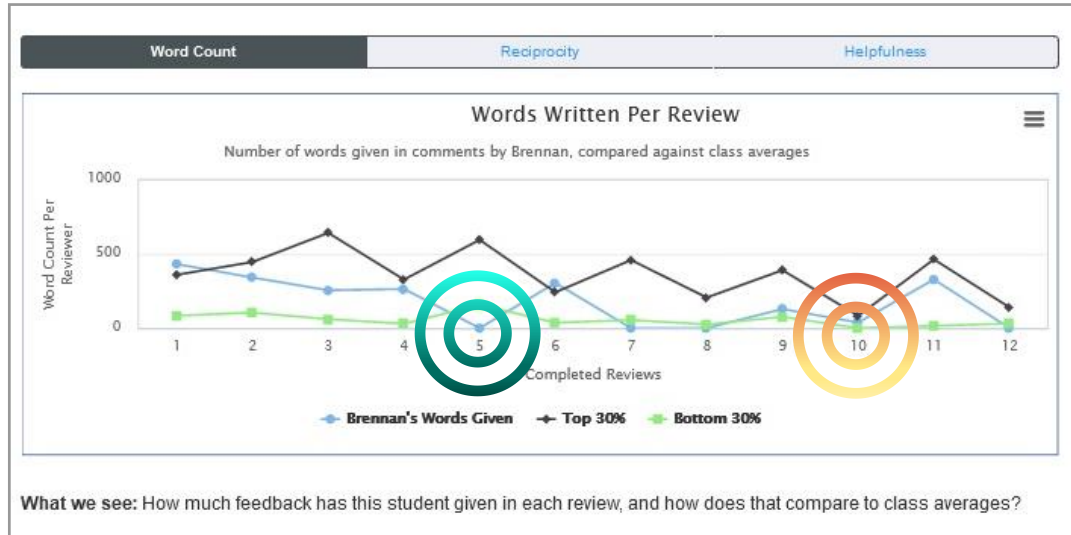
# Writing PACE Meeting

Writing Performance And Critical Exercise Meeting

Intervention in students' feedback writing practices

Quantitative, Qualitative, Strategic





# Writing PACE Meeting

Writing Performance And Critical Exercise Meeting

Intervention in students' feedback writing practices

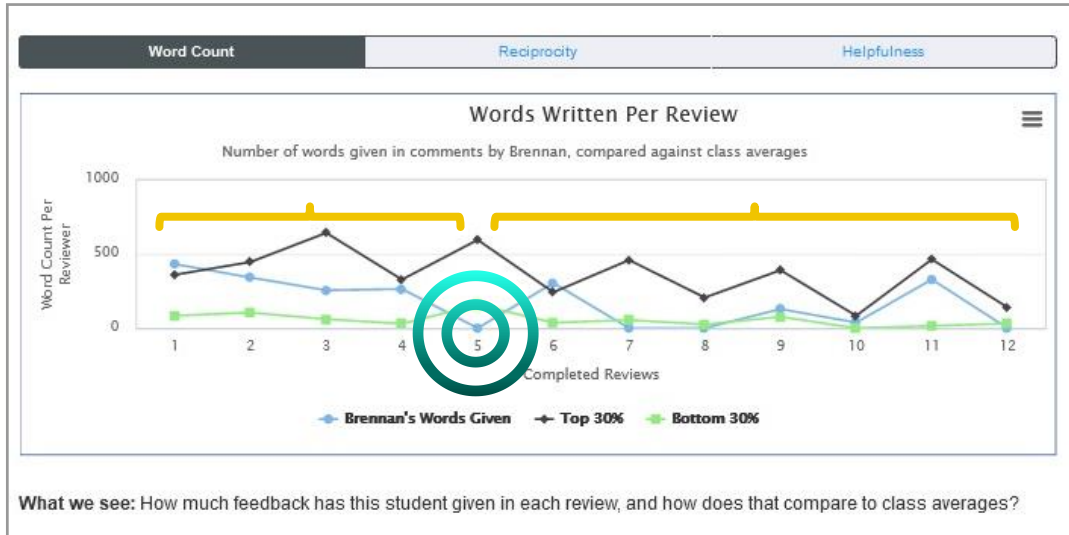
Quantitative, Qualitative, Strategic





What did this study investigate?

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# Quantitative Impact of Intervention

Was there a significant difference between the Pre-PACE feedback word count and the Post-PACE feedback word count?

Calculated increase or decrease for 743 students

Analyzed variance according to quartiles





My peer talked about how him and his brother would get the same things for the most part, however his brother would get more sometimes based off of his needs. The example makes your idea of equity clear, however I would maybe make your diction before and after the example more clear. Their perspective on getting the same amount/treatment, but sometimes his brother gets more changed my thinking on the definition. I would maybe expand on why your definition is an example of equity maybe try putting more context before your example. However, your definition does flow smoothly.

## Qualitative Impact of Intervention

Was there a significant difference between the Pre-PACE end comment quality moves and the Post-PACE end comment quality moves?

Focused on 213 students who increased end comment word count

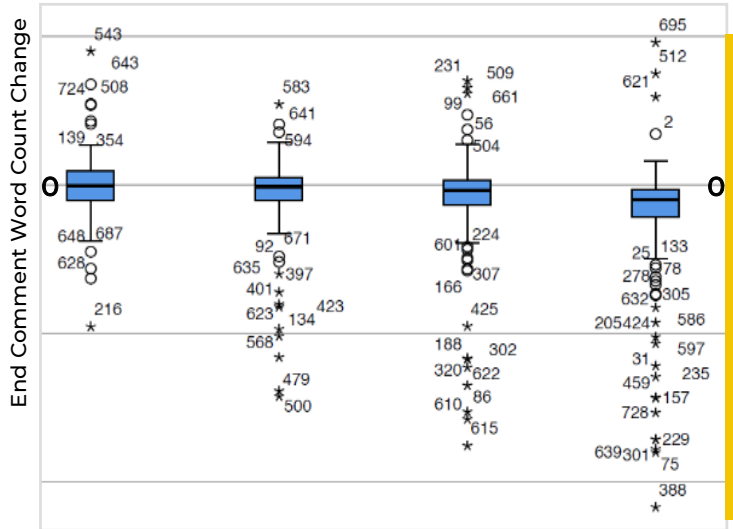
Coded 1,400 comments using from Smith's "The Genre of the End Comment" (1997)

Tested for variance among codes

What do the results suggest?

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## Pre-PACE Meeting Quartile Groupings



## Quantitative Impact

### Post-Intervention End Comments

- Q1 wrote an average of 19 more words per comment than Q3 ( $p = .003$ )
- Q1 wrote an average of 30 more words per comment than Q4 ( $p \leq .000$ )
- Q2 wrote an average of 21 more words per comment than Q4 ( $p \leq .000$ )

### Post-Intervention Contextual Comments

- Q1 wrote an average of 17 more words per comment than Q4 ( $p = .001$ )
- Q2 wrote an average of 11 more words per comment than Q4 ( $p = .006$ )
- Q3 wrote an average of 9 more words per comment than Q4 ( $p = .013$ )



# Qualitative Impact

Coding for roles of

**Reader:** experience, identification, questioner

**Judge:** effort, audience, topic, focus, organization, style,  
development, correctness, rhetorical effect, grade,  
entire paper

**Coach:** present writing, future writing, advice

Full results to be presented Thursday, May 27, 2021



# Questions, Discussions, Collaborations Invited

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Thursday, May 27, 2021

15:45 – 17:15 UTC

(11:45 am – 1:15 pm EST)

[Brian.Gogan@wmich.edu](mailto:Brian.Gogan@wmich.edu)

