

Assessment: Course Four Column



Courses (A&L) - English

ENG 101:Composition I

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Written genres appropriate to a given task - Use written genres appropriate to a given task Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - Over a semester, there is only enough time to try out so many different forms of writing (or as our book calls them, methods of development). I have tried to adapt my class as much as possible to the GBC environment, which means four essays (roughly four-week units that include a proposal, an outline, a first draft, and a final draft) rather than the five I am accustomed to assigning. The forms used this semester were narration, description, definition, and presenting information.</p> <p>There is a good deal of overlap on the criteria for these essays, but I will use Essay 2, the Description Essay as the example because it requires something others don't: a "dominant impression." This can give students trouble. And while many students describe well, the specific and concrete language required can make life difficult for beginning writers. The essay asks students to write an essay in which</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Essay 2 First Draft: 15/26 completed the assignment. 12/15 scored at least 70%</p> <p>Essay 2 Final Draft: 18/26 completed the assignment 11/18 scored at least 70%</p> <p>Results Analysis: Analyzing these results is less difficult than it may seem. If a student doesn't turn in a first draft, they will not get feedback and the shot at a revision informed by peer comments and my feedback. Many of the grades below 70% are the result of missed assignments and/or an accumulation of small errors: For example, the student doesn't format properly and perhaps doesn't meet word-count requirements in addition to multiple typos per page. Of course, there are students who have difficulty figuring out how to write a thesis that gets at the "nonobvious" significance of a place—often because they can't find a nonobvious significance.</p> <p>Really what this assignment shows is how difficult it is to get ENG 101 students to complete assignments—and complete them by the deadline. Deadlines are not arbitrary. They are important because the students and I need time to provide feedback. That's the thing about process work: Each assignment builds on the</p>	<p>Action: Although I'm not sure it will raise scores significantly, I need to do a better job explaining and teaching the "dominant impression" and "nonobvious significance." For students to understand the value of description as a method of development, they need to understand why they are describing a place and why it matters whether it has a significance greater than the sum of its parts. If we can control description to create a mood or a tone, we've grown as writers. (08/21/2019)</p>

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	<p>they describe a place that's important to them and then use that description to demonstrate and/or discover that place's "nonobvious significance."</p> <p>Criterion: You need a thesis that indicates to the reader that you will be describing a place and revealing its greater thematic significance</p> <ul style="list-style-type: none"> -The dominant impression isn't cliché but shows originality and provides a fresh to see or understand the place -Each paragraph needs to have topic sentence that tells your reader what the paragraph is about and the main idea of the paragraph. -Each paragraph develops logically. <p>In a descriptive essay, you might consider spatial organization, for example. Time might also make sense.</p> <ul style="list-style-type: none"> -Each paragraph ends with a sentence that links it to the next paragraph. -You need to have varied sentence length and style. -You need to use MLA formatting and style guidelines -Your essay should be as free of grammar and usage errors as possible. Pay particular attention to run-on sentences and sentence fragments. 	<p>one before it. From proposal to final draft, you get feedback that allows you to fine-tune your topic, your idea, your description, et cetera. Ideally it helps you understand the unique value of a distinct "form" or "genre" of writing.</p> <p>(08/21/2019)</p>	
<p>Express ideas clearly in writing - Express ideas clearly in writing Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - Quite literally every writing assignment in my class is devoted to making this happen. The proposal helps students find an audience. The essay form more or less determines the</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Essay 1 First Draft: 17/26 completed the assignment 14/17 scored at least 70% Essay 3 Final Draft:</p>	<p>Action: The question, then, is how to get students to buy into my process- oriented approach to composition. The other day at a LunchBytes discussion, Tom Cunningham shared a twist on an</p>

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	<p>purpose. Then students need to focus on the basics: thesis statement; topic sentences; thorough development through examples, explanation, or proof; organization appropriate to form and topic; transitions appropriate to form; paragraphs that stick to a single topic; coherent sentences; few to no typos and grammar errors; and so on.</p> <p>I will use Essay 1 First Draft and Essay 3 Final Draft as examples. I use these because one is the first full-length essay that students turned in and one is a late- semester essay before the drop-off in performance and participation that takes place in the final two or three weeks of class.</p> <p>Criterion: Essay 1 Criteria:</p> <ul style="list-style-type: none"> -You need a thesis that indicates to the reader that you will be narrating a story and that hints at or states the lesson to be learned from the story. -Each paragraph needs to have topic sentence that tells your reader what the paragraph is about and the main idea of the paragraph. -Each paragraph should develop logically. In narratives this is usually achieved by using time to organize the body. -Each paragraph should end with a sentence that links it to the next paragraph. -You need to have varied sentence length and style. -You need to use MLA formatting and style guidelines. -Your essay should be as free of grammar and usage errors as 	<p>13/26 completed the assignment 9/13 scored at least 70%</p> <p>Results Analysis: As you can see, getting students to complete the assignment is the single biggest problem. The papers that fell below the 70% often exhibit the hallmarks of rushed work: lots of typos, no paragraph breaks, improper formatting, etc. Thesis statements and organization are probably the biggest problem for those who complete the assignment and still fall below the 70% threshold. (08/21/2019)</p>	<p>old saying: “You can lead a horse to water, but you can’t make him drink.” He said, “Ah, but you can salt the oats.” My job is to figure out how to salt oats.</p> <p>I also want to meditate on something that seems sensitive, but I’ll risk some thoughts here. And while I want to reserve judgment and not overly buy into institutional narratives, I noticed that a lot of my participation-related poor performers were “non-degree seeking” freshmen. This seems to have some significant overlap with students who openly acknowledge—and they do it often—that they are high school students. I only bring this up because sports, relationships, impending graduation, other priorities might simply mean that my class is a low priority. Fine. Buuuuut, how can I get them to participate?</p> <p>At the moment, I will start small: Perhaps it’s as simple as explaining (say, in the syllabus, the opening lecture, and in the purpose section of my assignment sheets that process work is a) to assure that one assignment doesn’t sink your grade, b) an opportunity for feedback, c) allow you to work on your assignment a little at a time and make incremental but significance adjustments, but d) also the reason that I don’t accept late work. The time spent with the</p>

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	<p>possible. Pay particular attention to run-on sentences and sentence fragments.</p> <p>Essay 3 Criteria:</p> <ul style="list-style-type: none"> -You need a thesis that signals to the reader that you will be defining a concept and why your definition matters (what it teaches your reader, what they might not see about a familiar subject, how it might change their thinking) -Your definition of the concept teaches us to see it/think about it in a new way and does not rely on generalizations or clichés -You use at least one outside source that is neither a dictionary nor an encyclopedia -Each paragraph has a topic sentence that tells your reader what the paragraph is about and the main idea of the paragraph -Each paragraph develops logically (how do you organize effectively for a definition essay and what types of strategies to you use to develop your ideas?) -Each paragraph should end with a sentence that links it to the next paragraph -You need to have varied sentence length and style -You need to use MLA formatting and style guidelines (don't forget your Works Cited page) -Your essay should be as free of grammar and usage errors as possible. Pay particular attention to run-on sentences and sentence fragments 		<p>material and feedback from me and your peers is important, and the importance of both becomes null once you miss the deadline. (08/21/2019)</p>

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<p>Identify various audiences and contexts - Identify various audiences and contexts and address them appropriately</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Assignment - Written - Assessment Measure:</p> <p>This should be something that a reader can assess at any stage of a student’s writing, but you will see this explicitly assessed over various stages. In proposals, I ask students to identify their audience and match it to things such as purpose. For example, in the definition essay, they need to know what audience needs or can benefit from this more specialized definition. This in turn determines the types of evidence and research you provide; it needs to fill in the gaps and be delivered at a level appropriate to that audience.</p> <p>The essay proposal is where a lot of that work gets done, which means I will use two proposal assignments as examples here—Essay 3 Proposal and Essay 4 Proposal. Note, the second criterion includes questions such as the following:</p> <p>-What concept/word are you going to define? Why do you think it needs to be defined?</p> <p>-Who is your audience? That is, who would you like to read your essay, or who do you think will be reading it (other than your instructor)? Who do you think could benefit from your specific definition of this concept? Why?</p> <p>-What do you hope to achieve with your essay? That is, what do you</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Essay 3 Proposal: 13/26 completed the assignment 13/13 scored at least 75%.</p> <p>Essay 4 Proposal: 14/26 completed the assignment. 14/14 scored at least 75%</p> <p>Results Analysis: These assignments—very brief essays that help students select a topic, zero in on an audience, etc.—again show that participation is the largest obstacle.</p> <p>It should be noted that I used the early alert system twice with this class. (08/21/2019)</p>	<p>Action: See my observations for the action plan to Outcome 2. (08/21/2019)</p>

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	<p>want your readers to take away from your definition? Or perhaps it's best to ask how you would like readers to respond to your definition. For example, would you like to see them change their attitudes or lifestyle somehow? Would you like them to be more openminded or sensitive to something?</p> <p>Notes: Part of criterion- Explain what combination of formal definition, stipulative definition, and extended definition makes the most sense for your essay.</p> <p>Criterion for achievement: Essay 3 Proposal Criteria:</p> <ul style="list-style-type: none"> -Your proposal essay builds from an introduction with a proper thesis -You address all the questions listed above -You answer the questions with thoroughly developed paragraphs that use examples and explain your decisions. <p>You want to show that you've given these questions real thought.</p> <ul style="list-style-type: none"> -Each paragraph has a topic sentence that clearly states the point of the paragraph -Each paragraph develops logically and sticks to one point -You have clear transitions that let your reader know when you're moving on to a new idea -You have an MLA heading and a title -Your paper is largely free of typos, spelling errors, and other mistakes -Your paragraph is free of grammar and usage errors—especially run-on sentences and sentence fragments 		

Essay 4 Proposal Criteria:

- Your proposal essay has an introduction, a body, and a conclusion
- You have a thesis
- You address all the questions listed above
- You answer the questions with thoroughly developed paragraphs that demonstrate you've given these questions real thought (Hint: use specific examples and explain your decisions)
- Each paragraph has a topic sentence that clearly states the point of the paragraph
- Each paragraph develops logically and sticks to one point
- You have clear transitions that let your reader know when you're moving on to a new idea
- You use MLA or APA formatting and style
- Your paper is largely free of typos, spelling errors, and other mistakes
- Your paragraph is free of grammar and usage errors—especially run-on sentences and sentence fragments