

Model Course/Program Outcomes Guide

**September 2009
Updated May 2013**

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: ENG 214 Applied English Grammar

Course/Program Team: Joan Johnson, Melinda May

Expected Learning Outcomes:

- 1) Students will understand, explain, and identify logical sentence structures and grammatical concepts including tense, mood, and voice. Met through class attendance, quizzes, assignments, exams.
- 2) Students will evaluate the stylistic implications of particular grammatical choices and understand the relationship between syntax and punctuation. Met through class attendance, quizzes, assignments, exams.
- 3) Students will synthesize and evaluate various theories of language and grammar and their application to writing and teaching of writing. Met through class attendance, assignments, class attendance, exams and final project.
- 4) Students will gain familiarity with the history and development of the English language. Met through class attendance, exams, quizzes, or final project

Assessment

Class attendance: 5%.

Homework/Quizzes: 20%

Mid-term and Final Exams: 50% (25% each)

Project and presentation: 25%

Validation

A pre-test is given to students during the first week of the semester to assess their grammar skills. This same test is given as a portion of the final exam at the end of the semester to assess what they have learned. Usually, this course does not have enough enrollment (between four and 8) to achieve accurate data, but during the spring of 2013 sixteen students enrolled.

Results Spring 2013

Name	Pre test (diagnostic)	Post test (final exam)
Amie Warrick	41%	83%
Jasmine Lee	73%	82%
Sarah Lum	60%	94%
Alyssa Fogle	44%	82%
Sean Mackey	54%	81%
Jeremiah Sater	60%	93%
Melanie Shank	57%	89%
Rachel LaChapelle	37%	69%
Angela McNamara	51%	87%
Rachel Marion	60%	91%
Rebecca Woody	63%	97%
Quentin Watson	85%	95%
Cher Rivers	25%	69%
Tim Carpenter	36%	63%
Chelsea Foltz	26%	66%

Students clearly improve over the course of the semester. Areas of difficulty for students on the final exam include identifying functions (objects, predicate nouns), identifying subjects, verbs, and objects in unusual sentences (questions, implied subjects and verbs), and identifying passive voice.

Results Fall 2013

Student Name	Pre-Test	Post Test
Bethany Reamy	34%	Dropped class
Margaret Yaukey	70%	97%
Justin Goul	84%	88%
Delphine Ngottakal	74%	95%
Dana Sterner	44%	89%
Shelby Lorah-Schlotterbeck	61%	85%
Mike Lacey	80%	95%
Stephanie Eberly	75%	98%
Erika Lawrence	53%	91%
Samantha Baldwin	86%	97%
Anabel Pena	48%	91%
Brandon Tydings	52%	76%

This semester the curriculum was improved to add more work on passive and active voice and in identifying functions.

Results Spring 2014

Name	Pre-Diagnostic	Post-Diagnostic	% Change
Bassett, Jacob	84	90	+ 6
Kastelein, Hannah	81	86	+ 5
Koontz, Kelsie	63	94	+ 31

Mosley, Katie	37	85	+ 48
Oversat, Michael	57	95	+ 38

Results Fall 2014

Name	Pre-Test	Post-Test	Change
Jaye Lee	63%	98%	+35
Karen Mason	71%	95%	+24
Kristen Peake	75%	96%	+21
Ryan Tetter	51%	87%	+36
Hannah Streett	80%	100%	+20
Haley Wolff	57%	76%	+19

Follow-up

Data will be collected each semester to further analyze trouble areas. The course curriculum will be modified to spend more time on these areas.

Budget Justification

No budget allocation is needed.