

Course Outcome Guide

Course/Program Title: ESL-099

Date: 11/26/2013

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Expected Learning Outcomes

1. Increase reading fluency and comprehension
2. Demonstrate awareness of process writing and develop academic writing ability
3. Improve and advance sentence-level skills
4. Expand critical thinking and academic research ability

Assessment

Throughout the semester, all ESL 099 Writing Essentials students are required to complete the same number of writing assignments, summary and paraphrase, and skill drill activities. They are also expected to complete differentiated instructional reading activities.

Additionally, each student completes common pre and post assessments to demonstrate final achievement of student learning outcomes

Measurement	Outcome being measured	Direct or indirect	Data Collection	
			Who	Where/When
Post Reading Placement Appraisal	1, 4	Direct	All ESL-099 Students	Embedded in course
(Accuplacer) WritePlacerESL	2, 3, 4	Direct	All ESL-099 Students	Embedded in course
MWL Mastery Check	2, 3	Direct	All ESL-099 Students	Embedded in course
Research Module	4	Direct	All ESL-099 Students	Embedded in course

Validation

- The Accuplacer WritePlacerESL exam is a nationally accepted academic placement standard for Writing courses.
- The Research Module consists of summary, paraphrase, critical thinking, and documentation exercises scored according to current MLA/APA standards.
- 100% of the ReadingPlus and MyWritingLab assessments serves as a measure of one or more individual course content objectives and overall student learning outcomes, specifically reading fluency and comprehension and sentence-level skills. Pre and post performance data from these assessments is collected for analysis.

Results

ESL-099 SLOA Summary				
Outcome	Assessment	Desired Result	Actual FA12	Actual SP13
Outcome 1: Increase reading fluency and comprehension	Post Reading Placement Appraisal	70% of students will increase Average Reading Level by 2	100% (n=3)	50% (n=2)
	Research Module	70% of students will earn 7 out of 10 points		33% (n=3)
Outcome 2: Establish awareness of process writing and develop academic writing ability	Research Module	70% of students will earn 7 out of 10 points		33% (n=3)
	WritePlacerESL	70% of students will pass the WritePlacerESL	25% (n=4)	0% (n=2)
Outcome 3: Improve and advance sentence-level skills	Post Reading Placement Appraisal	70% of students will increase Average Reading Level by 2	100% (n=3)	50% (n=2)
	MWL Mastery Check	70% of students will pass the MWL Mastery Check with a 70%	100% (n=1)	50% (n=2)
	WritePlacerESL	70% of students will pass the WritePlacerESL	25% (n=4)	0% (n=2)
Outcome 4: Expand critical thinking and academic research ability	Post Reading Placement Appraisal	70% of students will increase Average Reading Level by 2	100% (n=3)	50% (n=2)
	Research Module	70% of students will earn 7 out of 10 points		33% (n=3)

Follow-up

The data shows that the overall implementation of the course is not working whereas the individual components related to improvement in reading and sentence level skills are. I believe that this has to do with scheduling.

Because of such low enrollment, ESL-099 and ESL-100 were cross-listed in both the 12/FA and 13/SP semesters in order to provide even one offering for ESL students per semester. In cross listing the courses, both instructors felt that the best plan was to separate the class into different levels with their respective textbooks to address writing instruction and assignments. This is where implementation fails because it is the final writing assessment that determines overall success in the course.

At this point, the classes will have to be split, but in order to do this without having to cancel them, they will need to run as tutorials. This will in turn generate some difficulties of its own because most adjuncts are unable to work for tutorial pay.

Budget Justification: No additional resources or funding necessary at this time.

Appendix A Writing Path Builder (Short Version)

Total Questions: 55

#	Question ID	Objective
1	W1.2 Diagnostic Q-1	Identify the understood or implied "you" as a subject.
2	W1.2 Diagnostic Q-2	Identify complete verbs.
3	W1.3 Recall Q-244	Identify the correct use of determiners with nouns.
4	W1.4 Recall Q-212	Identify pronouns and their antecedents.
5	W1.4 Recall Q-256	Identify demonstrative pronouns.
6	W1.7 Recall Q-72	Identify the correct use of the present perfect tense.
7	W1.7 Recall Q-58	Identify the correct use of the present progressive tense.
8	W1.8 Recall Q-25	Differentiate between regular verbs and irregular verbs.
9	W1.8 Recall Q-33	Differentiate between regular verbs and irregular verbs.
10	W1.10 Recall Q-210	Use adjectives after linking verbs; use adverbs to modify verbs, adjectives, and adverbs.
11	W1.10 Recall Q-148	Avoid double negatives.
12	W1.11 Recall Q-25	Identify the correct prepositions to use with certain words, phrases, or expressions.
13	W2.2 Recall Q-206	Avoid dependent clause fragments.
14	W2.2 Diagnostic Q-2	Avoid relative clause or missing subject fragments.
15	W2.3 Recall Q-9	Identify two complete sentences joined with a comma and a coordinating conjunction.
16	W2.3 Recall Q-12	Correct run-ons by turning one sentence into a dependent clause.
17	W2.4 Recall Q-204	Explain how singular and plural verbs agree with their subjects.
18	W2.4 Recall Q-72	Identify which singular and plural indefinite pronouns require singular or plural verbs.
19	W2.4 Diagnostic Q-3	Maintain agreement when joining a compound subject with "or" or "nor."
20	W2.5 Recall Q-17	Use the past tense correctly.
21	W2.5 Diagnostic Q-3	Use the present tense correctly.
22	W2.6 Recall Q-202	Use the correct form of pronouns that function as subjects.
23	W2.6 Diagnostic Q-3	Use the correct form of pronouns that function as objects.
24	W2.7 Recall Q-83	Identify which pronouns must refer to a specific antecedent.
25	W2.7 Diagnostic Q-2	Maintain a consistent point of view with pronouns.
26	W2.8 Recall Q-201	Maintain agreement when using pronouns with singular and plural antecedents.
27	W2.8 Diagnostic Q-2	Maintain agreement when using pronouns with singular and plural antecedents.
28	W2.9 Recall Q-90	Avoid using misplaced modifiers.
29	W2.9 Diagnostic Q-3	Avoid using misplaced modifiers.
30	W2.10 Recall Q-89	Use the same grammatical form for all the elements in a series.
31	W2.10 Diagnostic Q-2	Express parallel or contrasting ideas presented as pairs using the same grammatical form.
32	W2.1 Recall Q-244	Use subordinating conjunctions in complex and compound-complex sentences.

33	W3.1 Recall Q-205	Use a comma before a coordinating conjunction that joins two independent clauses.
34	W3.1 Recall Q-226	Avoid unnecessary commas.
35	W3.1 Diagnostic Q-1	Use a comma between coordinate adjectives but not between cumulative adjectives.
36	W3.2 Recall Q-65	Use periods correctly in complete declarative sentences and indirect questions.
37	W3.2 Recall Q-63	Use a question mark at the end of a direct question.
38	W3.3 Recall Q-84	Use other punctuation correctly with quotation marks.
39	W3.3 Diagnostic Q-4	Use other punctuation correctly with quotation marks.
40	W3.4 Recall Q-23	Identify the correct use of semicolons.
41	W3.4 Diagnostic Q-3	Identify the correct use of semicolons.
42	W3.5 Recall Q-217	Avoid using apostrophes with possessive pronouns.
43	W3.5 Recall Q-83	Identify the correct use of apostrophes with contractions.
44	W3.7 Recall Q-218	Identify the correct use of capitalization with geographic regions.
45	W3.7 Diagnostic Q-3	Identify the correct use of capitalization for proper nouns.
46	W3.8 Recall Q-55	Identify the correct spelling of commonly misspelled words.
47	W3.8 Diagnostic Q-8	Identify correct spellings and common spelling rules (e.g., prefixes and suffixes).
48	W4.1 Recall Q-42	Differentiate between standard and nonstandard English for formal and informal writing.
49	W4.1 Recall Q-214	Identify the rhetorical function and purpose of style and tone.
50	W4.2 Recall Q-74	Identify the correct use of confusing word pairs.
51	W4.2 Recall Q-69	Identify the correct use of homophones.
52	W4.3 Recall Q-205	Combine sentences and use subordination for rhetorical effectiveness.
53	W4.3 Recall Q-87	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
54	W4.4 Recall Q-201	Avoid redundancy.
55	W4.4 Recall Q-238	Avoid redundancy.

Appendix B Writing Mastery Check (Short Version)

Total Questions: 55

#	Question ID	Objective
1	W5.2 Diagnostic Q-3	Identify simple subjects.
2	W5.2 Diagnostic Q-4	Identify complete verbs.
3	W5.3 Recall Q-245	Identify the correct use of determiners with nouns.
4	W5.4 Recall Q-213	Identify pronouns and their antecedents.
5	W5.4 Recall Q-241	Identify reflexive pronouns.
6	W5.7 Recall Q-81	Identify the correct use of the present perfect tense.
7	W5.7 Recall Q-59	Identify the correct use of the present progressive tense.
8	W5.8 Recall Q-209	Identify correct forms of "do."
9	W5.8 Recall Q-29	Differentiate between regular verbs and irregular verbs.
10	W5.10 Recall Q-212	Use adjectives after linking verbs; use adverbs to modify verbs, adjectives, and adverbs.
11	W5.10 Recall Q-150	Avoid double negatives.
12	W5.11 Recall Q-26	Identify the correct prepositions to use with certain words, phrases, or expressions.
13	W6.2 Recall Q-2	Avoid afterthought fragments.
14	W6.2 Diagnostic Q-4	Avoid relative clause or missing subject fragments.
15	W6.3 Recall Q-10	Identify two complete sentences joined with a comma and a coordinating conjunction.
16	W6.3 Recall Q-13	Correct run-ons by turning one sentence into a dependent clause.
17	W6.4 Recall Q-1	Explain how singular and plural verbs agree with their subjects.
18	W6.4 Recall Q-65	Identify which singular and plural indefinite pronouns require singular or plural verbs.
19	W6.4 Diagnostic Q-4	Explain that a verb agrees with the subject even when the verb comes before the subject.
20	W6.5 Recall Q-41	Use the past tense correctly.
21	W6.5 Diagnostic Q-5	Use the active voice instead of the passive voice.
22	W6.6 Recall Q-204	Use the correct form of pronouns that function as subjects.
23	W6.6 Diagnostic Q-5	Use the correct form of pronouns that function as objects.
24	W6.7 Recall Q-88	Identify which pronouns must refer to a specific antecedent.
25	W6.7 Diagnostic Q-4	Maintain a consistent point of view with pronouns.
26	W6.8 Recall Q-204	Maintain agreement when using pronouns with singular and plural antecedents.
27	W6.8 Diagnostic Q-3	Maintain agreement when using pronouns with singular and plural antecedents.
28	W6.9 Recall Q-89	Avoid using misplaced modifiers.
29	W6.9 Diagnostic Q-4	Avoid using dangling modifiers.
30	W6.10 Recall Q-81	Use the same grammatical form for all the elements in a series.
31	W6.10 Diagnostic Q-5	Express parallel or contrasting ideas presented as pairs using the same grammatical form.

32	W6.1 Recall Q-28	Use subordinating conjunctions in complex and compound-complex sentences.
33	W7.1 Recall Q-206	Use a comma before a coordinating conjunction that joins two independent clauses.
34	W7.1 Recall Q-227	Use commas to set off nonrestrictive clauses, phrases, and appositives.
35	W7.1 Diagnostic Q-3	Use commas between the items in a series as well as with city and state names.
36	W7.2 Recall Q-66	Use periods correctly in complete declarative sentences and indirect questions.
37	W7.2 Recall Q-64	Use a question mark at the end of a direct question.
38	W7.3 Recall Q-88	Use other punctuation correctly with quotation marks.
39	W7.3 Diagnostic Q-3	Use other punctuation correctly with quotation marks.
40	W7.4 Recall Q-20	Identify the correct use of semicolons.
41	W7.4 Diagnostic Q-4	Identify the correct use of dashes.
42	W7.5 Recall Q-215	Avoid using apostrophes with possessive pronouns.
43	W7.5 Recall Q-67	Identify the correct use of apostrophes with contractions.
44	W7.7 Recall Q-219	Identify the correct use of capitalization with geographic regions.
45	W7.7 Diagnostic Q-5	Identify the correct use of capitalization with the titles of literary works and songs.
46	W7.8 Recall Q-90	Identify the correct spelling of commonly misspelled words.
47	W7.8 Diagnostic Q-3	Identify the correct spelling of commonly misspelled words.
48	W8.1 Recall Q-1	Differentiate between Standard and Nonstandard English for formal and informal writing.
49	W8.1 Recall Q-215	Identify the rhetorical function and purpose of style and tone.
50	W8.2 Recall Q-73	Identify the correct use of confusing word pairs.
51	W8.2 Recall Q-80	Identify the correct use of homophones.
52	W8.3 Recall Q-206	Combine sentences and use subordination for rhetorical effectiveness.
53	W8.3 Recall Q-83	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
54	W8.4 Recall Q-235	Avoid redundancy.
55	W8.4 Recall Q-239	Avoid redundancy.

Appendix C Grade Distribution

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ESL-099 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2012-2013 Summary	9	11.11% (n=1)	0.00% (n=0)	22.22% (n=2)	0.00% (n=0)	66.67% (n=6)	0.00% (n=0)	33.33% (n=3)	33.33%

		Full-time Faculty:Adjunct Faculty Breakout								
		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
12/FA	Adjunct	5	20.00% (n=1)	0.00% (n=0)	0.00% (n=0)	0.00% (n=0)	80.00% (n=4)	0.00% (n=0)	20.00% (n=1)	20.00%
13/SP	Adjunct	4	0.00% (n=0)	0.00% (n=0)	50.00% (n=2)	0.00% (n=0)	50.00% (n=2)	0.00% (n=0)	50.00% (n=2)	50.00%

*Completer success excludes W,I, Other

Appendix D GD:Assesments Summaries



12/FA ESL-099 GD:Assesments Summary

	Reading Plus <i>n% increase</i>	MyWritingLab <i>n% >70%</i>	Exit Status <i>n% success</i>
<i>Summary</i>	4/75%	1/100%	4/20%
M02	4/3	1/1	4/20

	ReadingPlus			MWL Mastery Check			WritePlacerESL	
	Passed	Failed		Passed	Failed		Passed	Failed
Passed	1	0	Passed	1	0	Passed	1	0
Failed	2	0	Failed	0	0	Failed	0	3



13/SP ESL-099 GD:Assessments Summary

	Reading Plus <i>n% increase</i>	MyWritingLab <i>n% >70%</i>	Exit Status <i>n% success</i>
<i>Summary</i>	<i>3/100%</i>	<i>2/50%</i>	<i>2/0%</i>
M01	3/3	2/1	2/0

ReadingPlus			MWL Mastery Check			WritePlacerESL		
	Passed	Failed		Passed	Failed		Passed	Failed
Passed	2	0	Passed	1	1	Passed	0	2
Failed	1	0	Failed	0	0	Failed	0	0