

## Course Outcomes Guide

**Course/Program Title:** ENG-098 Writing Basics

**Date:** Spring 2015

**Course/Program Team:** English Faculty

### Expected Learning Outcomes

Upon successful completion of this course, students will be able to...

**1. Employ the steps of the writing process to write competent paragraphs:** Plan, Organize, write, evaluate and revise. Use a topic sentence that expresses a central idea. Organize in a logical sequence. Use supporting sentences. Vary sentence length. Use transitional words. Use a concluding sentence that expands the central idea.

**2. Improve and advance sentence-level skills:** Understand and avoid fragments and run-ons through the following techniques: Master common pronoun errors. Use correct punctuation. Avoid tense shifts. Understand point of view. Employ correct verb usage. Spell and capitalize correctly.

**3. Employ critical thinking skills:** Work collaboratively with others; develop and support ideas thoroughly; use appropriate language for college level writing.

**4. Read with comprehension:** Use active reading and thinking strategies. Identify context and structural analysis clues. Understand main idea, supporting details, transitions. Recognize organizational patterns, implied main idea. Recognize inferences. Identify fact/opinion, author's purpose, tone, bias. Organize reading ideas (SQ3R, mapping, outlining, summarizing, skimming, note-taking).

**Assessment** (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Students complete a final exit paragraph where they may choose a content area from pre-determined selection of prompts. A rubric is utilized to determine success. Final exam results are analyzed to determine whether students have achieved the outcome (1) of writing a competent paragraph and are able to employ critical thinking skills outcome (3) and which content areas need further curriculum development. Students also are required to complete a series of interactive activities in the My Writing Lab to improve and advance their sentence-level skills outcomes (2). Students take post-tests after each of twenty-five grammar/punctuation topics, and a pre and post test to determine improvement/advancement of these skills. Finally, students are required to utilize the Reading Plus program for a minimum of three hours a week to improve/advance their reading comprehension skills (4). Again, a pre and post "benchmark" test is given to indicate grade level placement and improvement/advancement.

**Validation** (What methods have you used or will you use to validate your assessment?)

Successful completion of course and at the next course level leading to successful completion of a credit level English course.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Grade distribution data (see attached) indicate that this course produces an approximate 61 percent completer rate (less students who have withdrawn or requested incomplete status). This is an improvement over last academic year's 51%. Data also indicates that adjuncts versus faculty achieves a 3% greater completer success. Improvement Data shows that Reading Plus and Critical Thinking data are still the best indicators of pass rates/completer success.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Based on grade distribution data, we continue to research best practices and develop curriculum that will enhance completer success rates. Also, we now attempt to use a greater percentage of faculty to adjuncts for instructing the lower level Developmental English courses, which should also result in greater completer success. Improvement Data indicates a need for more intensive classroom instruction in the areas of grammar and punctuation.

**Budget Justification** (What resources are necessary to improve student learning?)

No requests at this time.

## ENG-098 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2014-2015 Summary	148	10.81% (n=16)	14.86% (n=22)	28.38% (n=42)	0.00% (n=0)	35.14% (n=52)	10.81% (n=16)	54.05% (n=80)	60.61%

		Full-time Faculty:Adjunct Faculty Breakout							Success	Completer Success
		Total	A	B	C	D	F	W, I, Other		
14/SU	Faculty	12	0.00% (n=0)	8.33% (n=1)	16.67% (n=2)	0.00% (n=0)	41.67% (n=5)	33.33% (n=4)	25.00% (n=3)	37.50%
14/SU	Adjunct	10	20.00% (n=2)	30.00% (n=3)	20.00% (n=2)	0.00% (n=0)	30.00% (n=3)	0.00% (n=0)	70.00% (n=7)	70.00%
14/FA	Faculty	44	11.36% (n=5)	20.45% (n=9)	36.36% (n=16)	0.00% (n=0)	20.45% (n=9)	11.36% (n=5)	68.18% (n=30)	76.92%
14/FA	Adjunct	40	15.00% (n=6)	12.50% (n=5)	22.50% (n=9)	0.00% (n=0)	40.00% (n=16)	10.00% (n=4)	50.00% (n=20)	55.56%
15/SP	Faculty	31	3.23% (n=1)	6.45% (n=2)	38.71% (n=12)	0.00% (n=0)	45.16% (n=14)	6.45% (n=2)	48.39% (n=15)	51.72%
15/SP	Adjunct	11	18.18% (n=2)	18.18% (n=2)	9.09% (n=1)	0.00% (n=0)	45.45% (n=5)	9.09% (n=1)	45.45% (n=5)	50.00%

\*Completer success excludes W,I, Other



## 2014-2015 ENG-098 Assessment Data Summary

### *Improvement Data*

	Reading	Sentence Level Skills
Overall	90/75.56%	87/71.26%

### *Pass/Fail Data*

Course	ReadingPlus		MWL Mastery Check		Exit Writing	
	Passed	Failed	Passed	Failed	Passed	Failed
	Passed	Failed	Passed	Failed	Passed	Failed
	41	37	47	34	75	0
	7	5	5	7	12	0

**PARAGRAPH RUBRIC ENG 098**

	<b>Excellent = A/B 80-100% (2)</b>	<b>Competent = C 70-79% (1)</b>	<b>Unacceptable = F 0-69% (0)</b>
<b>Topic Idea Sentence</b>	N/A	Main/Topic idea sentence is clear, correctly placed, and includes both topic and opinion.	Main/Topic idea sentence is unclear, misplaced, missing, or missing either topic or opinion.
<b>Supporting Detail Sentences</b>	Paragraph is organized in a logical sequence, and supported with specific and concrete details, reasons, or examples. Varied and subtle transitions are used effectively to enhance the flow of the paragraph. Paragraph demonstrates effective use of sentence variety.	Paragraph is organized logically, but could be more fully developed with additional supporting details, reasons, or examples, using more effective transitions OR some supporting detail sentences may be out of order or have moved off-topic. Paragraph contains some sentence variety.	Paragraph is not organized logically AND/OR Supporting sentences are vague, off-topic, or missing AND/OR coherence is disrupted because of lack or misuse of transitions AND/OR Paragraph lacks sentence variety.
<b>Vocabulary</b>	N/A	Paragraph adheres to rules of Standard English, (no slang, cliché, contractions) usage/word choice, (spelling and capitalization), and wordiness or word order, with few errors, showing good proficiency with academic vocabulary. <b>Errors do not cause confusion for the reader.</b>	Paragraph has multiple errors with Standard English, (no slang, cliché, contractions) usage/word choice, (spelling and capitalization), and wordiness or word order OR demonstrates a limited vocabulary. <b>Errors cause confusion for the reader.</b>
<b>Concluding Sentence</b>	N/A	Concluding sentence is correctly placed and restates topic and controlling idea/opinion, using original language.	Concluding sentence is misplaced or missing, does not restate topic and/or controlling idea/opinion AND/OR uses redundant language.
<b>Grammar</b>	Paragraph exhibits strong usage of articles, pronouns, prepositions, subject verb agreement and consistent use of tense, pronoun antecedent agreement, and person/point of view, with one to NO errors and <b>NO confusion for the reader.</b>	Paragraph has several errors in usage of articles, pronouns, prepositions, or subject verb agreement, or inconsistent use of tense, pronoun antecedent agreement, and person/point of view, but these do not create a pattern of error nor detract from the writing and <b>cause minimal confusion for the reader.</b>	Paragraph has multiple errors, which create a pattern of error in articles, pronouns, prepositions, or subject verb agreement, or inconsistent use of tense, pronoun antecedent agreement, and person/point of view. <b>Errors detract from the writing OR cause confusion for the reader.</b>

<b>Mechanics</b>	Paragraph exhibits strong usage of apostrophes, end punctuation, commas, semicolon, or colon placement with one to NO errors, but there are NO fragments or run-ons present and <b>NO confusion for the reader.</b>	Several errors may be present in different situations, including apostrophes, end punctuation, comma, semicolon or colon placement, including a fragment or run-on/comma splice. Errors do not create a pattern nor detract from the writing and cause <b>minimal confusion for the reader.</b>	Paragraph has multiple errors, which create a pattern of error in apostrophe usage, comma, semicolon or colon placement, fragments and/or run-ons/comma splices <b>OR detract from the writing OR cause confusion for the reader.</b>
<b>MLA format</b>	N/A	Paper adheres to MLA format: Word processed, double-spaced, 12 point font, Times New Roman font, 1-inch margins, four-line heading and title with few errors	Paper does not adhere to MLA format in most/all criteria.