

## Course Outcomes Guide

**Course/Program Title:** ENG-099 Writing Essentials

**Date:** Spring 2015

**Course/Program Team:** English Faculty

### Expected Learning Outcomes

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

1. **Understand and use the writing process to write a competent essay:** Plan, organize, write, evaluate, revise; develop strong editing and proofreading skills; see writing as a recursive process. Develop a Thesis Statement; employ the five paragraph essay structure; organize ideas logically and effectively; use appropriate and varied sentence structure; use coherent and unified paragraph structure; develop effective introductions and conclusions).
2. **Improve and advance sentence level skills:** Understand and avoid fragments, run-ons, and comma splices; master common pronoun errors; use correct punctuation; avoid tense/person shifts; understand point of view; employ correct verb usage.
3. **Employ critical thinking skills:** Work collaboratively with others; develop and support ideas thoroughly; use appropriate language for college level writing.
4. **Develop college-level reading comprehension:** Use active reading and thinking strategies; use context and structural analysis clues; identify thesis, main idea, supporting details, transitions; recognize organizational patterns; make inferences; identify fact/opinion, author's purpose, tone, bias; organize reading ideas.

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

Students complete a final exit essay 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 of writing a competent essay (1) 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 outcome (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 outcome (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?)  
Success is validated by successful completion of course and at 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?)

Final exam results are continually analyzed to determine which content areas need further development. Grade distribution data (see attached) indicate that this course produces an approximate 6% completer rate (less students who have withdrawn or requested incomplete status). This is an improvement over last year's 61%. Data also indicates that faculty versus adjuncts achieve 15 percent greater completer success. Improvement Data shows that Reading Plus and Critical Thinking data are 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 will continue to research best practices and develop curriculum that will enhance completer success rates. Also, it would be advantageous 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. In addition, 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-099 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2014-2015 Summary	521	7.29% (n=38)	24.38% (n=127)	28.98% (n=151)	0.00% (n=0)	31.29% (n=163)	8.06% (n=42)	60.65% (n=316)	65.97%

		Full-time Faculty:Adjunct Faculty Breakout							Success	Completer Success
		Total	A	B	C	D	F	W, I, Other		
14/SU	Adjunct	15	0.00% (n=0)	20.00% (n=3)	33.33% (n=5)	0.00% (n=0)	40.00% (n=6)	6.67% (n=1)	53.33% (n=8)	57.14%
14/FA	Faculty	90	7.78% (n=7)	35.56% (n=32)	25.56% (n=23)	0.00% (n=0)	26.67% (n=24)	4.44% (n=4)	68.89% (n=62)	72.09%
14/FA	Adjunct	107	14.02% (n=15)	21.50% (n=23)	23.36% (n=25)	0.00% (n=0)	31.78% (n=34)	9.35% (n=10)	58.88% (n=63)	64.95%
15/SP	Faculty	90	3.33% (n=3)	23.33% (n=21)	24.44% (n=22)	0.00% (n=0)	40.00% (n=36)	8.89% (n=8)	51.11% (n=46)	56.10%
15/SP	Adjunct	35	5.71% (n=2)	8.57% (n=3)	17.14% (n=6)	0.00% (n=0)	68.57% (n=24)	0.00% (n=0)	31.43% (n=11)	31.43%

\*Completer success excludes W,I, Other



## 2014-2015 ENG-099 Assessment Data Summary

### *Improvement Data*

	Reading	Sentence Level Skills
Overall	354/75.14%	353/66.86%

### *Pass/Fail Data*

Course	ReadingPlus		MWL Mastery Check		Exit Writing	
	Passed	Failed	Passed	Failed	Passed	Failed
	Passed	Failed	Passed	Failed	Passed	Failed
	271	37	219	85	284	1
	33	13	28	35	52	1

<b>ENG-099 Essay Rubric</b>	Excellent (2) = A/B= 80-100%	Competent (1)=C/70-79%	Unacceptable (0)=F/0-69%
<b>Introduction/ THESIS</b>	Introduction actively engages the reader, provides necessary background information to orient the reader and smoothly transitions to and ends with an insightful, focused, one-sentence THESIS that states the central assertions of the essay.	Introduction could be more fully developed to provide additional background details or engage the reader, but still transitions to the THESIS, the last sentence of the introduction, which states the central assertion of the essay.	There is no or minimal introduction, no/few “attention getting” or background details, AND/OR no transition to THESIS AND/OR there is no discernible THESIS or THESIS is unclear, misplaced, or not contained in a single sentence.
<b>Topic Sentences</b>	N/A	First sentence of each body paragraph includes an appropriate transitional method OR logical connection to previous paragraph AND the controlling point/predictor that directly supports/proves the thesis.	One or more topic sentences are missing or misplaced AND/OR contain no transition or connection to previous paragraph and/or thesis.
<b>Idea Development</b>	Overall essay displays effective five-paragraph organization, as ordered by THESIS, and clear transitions within and between paragraphs. Each body paragraph provides concrete details/evidence to explain, expand and support the topic sentence, is well-organized/sequenced, on-topic, and provides satisfying closure to the main idea of the paragraph.	Overall essay displays competent five-paragraph organization/order and transitions within and between paragraphs. Body paragraphs could be more fully developed to provide additional supporting details, OR paragraph may demonstrate some minimal problems with organization and relevance. <b>These errors cause minimal confusion for the reader.</b>	Overall essay lacks organization and clear transitions AND/OR body paragraphs provide few or irrelevant details and a lack of organization, <b>which cause confusion to the reader.</b>
<b>Conclusion</b>	N/A	Final paragraph includes an effective summary of the essay’s main points and provides satisfying closure to the central assertion. Conclusion does not introduce new information.	There is basically no or minimal conclusion AND/OR no or partial summary of main ideas AND/OR no closure, AND/OR introduces new information.
<b>Grammar</b>	Overall essay exhibits specific advanced vocabulary, <b>avoids</b> wordiness or vague generic phrases, with few errors in	Essay may have <b>a few errors</b> involving vocabulary usage/word choice (including slang, cliché, contractions, spelling and capitalization), and	Essay contains <b>multiple errors, which show a pattern of error</b> in vocabulary usage/word choice (including slang, cliché, contractions,

	grammar and usage, addresses the proper audience, displaying a consistent point of view (no second person), and uses a variety of sophisticated, clear/concise sentence structures.	wordiness or word order OR inconsistent grammar usage (including tense, subject/verb, pronoun usage, point of view), articles, prepositions, but uses a variety of sentence structures. <b>Errors do NOT cause confusion for the reader.</b>	capitalization, spelling), and wordiness, word order OR inconsistent grammar usage (including tense, subject/verb, pronoun usage, point of view), articles, prepositions, OR minimal sentence variety, all or part of which <b>cause confusion for the reader.</b>
<b>Mechanics</b>	N/A	Essay contains <b>a few errors</b> involving apostrophes, comma, semi-colon/colon usage, and end punctuation or a fragment, run-on or comma splice may be present, but these <b>do NOT cause confusion for the reader.</b>	Essay contains <b>multiple errors, which show a pattern of error</b> in apostrophe, comma, semi-colon/colon usage, end punctuation, fragments, run-ons, comma splices OR <b>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 header, and title with few errors.	Paper does not adhere to MLA format in most/all criteria.

