

Course Outcomes Guide (COG)

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 Title: Beginning Composition

Date: 06/11/15

Course Team: James Niessner (lead instructor), Sonjurae Cross, various adjunct instructors

Expected Learning Outcomes

By completing the course content objectives, students in English 100 will be able to:

1. Write a competent essay by developing a thesis statement, employing the five paragraph essay structure to organize ideas logically, using appropriate and varied sentence structure and coherent and unified paragraph structure, and developing effective introductions and conclusions.
2. Employ the steps of the writing process: Plan, Organize, Write, Evaluate, and Revise, develop strong editing and proofreading skills, and see writing as a recursive process.
3. Improve and advance sentence-level skills including: recognizing and avoiding fragments and run-ons, mastering common pronoun errors, using correct punctuation, avoiding tense shifts, recognizing point of view, employing correct verb usage, and spelling and capitalizing correctly.
4. Employ critical thinking skills by working collaboratively with others, developing and supporting ideas thoroughly and using appropriate language for college-level writing.

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 and assessment plan of multi-readers (instructors of ENG 100) is utilized to determine success. Final exam results are analyzed to determine which content areas need further curriculum development. *(As of SU/15, this process will be changing slightly. See follow-up.)*

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

Success is validated by successful completion of the course and 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?)

- 1) Final exam results are continually analyzed to determine which content areas need further development. The most common issue is Mechanics (fragments, comma errors, run-on sentences).
- 2) Pearson My Lab products continue to have a significant impact on students achieving higher grades on all essays and continue to have a positive effect on the results of the Exit Writing Exam.
- 3) Diagnostic pre-tests (First-day writing) and post-tests (final exit essay) indicate improvement in **outcomes 1 & 2** (see attached chart).
- 4) My Writing Lab Pathbuilder (pretest) and Mastery Check (post-test) indicate improvement in **outcome 3** (see attached chart).
- 5) Idea Development on diagnostic pre- and post-tests indicate some improvement in **outcome 4**. However, this is an area still in need of improvement

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

- 1) Because the chief issue for students on their essays (including the Exit Writing) is mechanics, continued emphasis will be placed on exercises and assignments that reinforce these skills.
- 2) We will continue to use Pearson My Lab products due to their positive impact on student outcomes; however, beginning in SU/15 we will switch to My Skills Lab (as opposed to My Writing Lab.) One of the main benefits is reduced cost to the student (a single access code good is for 12 months, which means a student could get through two developmental courses with a single code).
- 3) Beginning with Summer 2015 classes, a greater emphasis will be placed upon critical thinking in English 100, and a new rubric will be introduced which gives more weight to this aspect of essay writing. Some of the more fundamental mechanical and grammatical issues will be stressed more heavily in English 98 & 99 to allow more time in English 100 to pursue content and critical thinking.

Data will be analyzed and curriculum adjusted as indicated.

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

Attachments:

1. Essay grading rubric
2. Database chart

ENG 100 ESSAY: _____ DATE: _____ NAME: _____

Award points (2, 1, or 0) for each Concept area. The minimum number to pass is 7 (70%).

	Excellent (2)	Competent (1)	Unacceptable (0)	
Introduction/ THESIS	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 <u>THESIS</u> 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.	
Topic Sentences	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.	
Idea Development	Overall essay displays effective five-paragraph organization, as ordered by THESIS, and clear transitions within and between paragraphs. <u>Body paragraphs</u> provide 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. Uses a variety of sophisticated, clear/concise sentence structures.	Overall essay displays effective five-paragraph organization/order and clear transitions within and between paragraphs. <u>Body paragraphs</u> provide concrete supporting details and use a variety of sentence structures, but could be more fully developed with additional details, OR paragraph may demonstrate some minimal problems with organization and relevance. These errors cause minimal confusion for the reader.	<u>Overall essay</u> lacks organization and clear transitions AND/OR <u>body paragraphs</u> provide few or irrelevant details, minimal sentence variety, and a lack of organization, which cause confusion to the reader.	
Conclusion	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, no or partial summary of main ideas, no closure, AND/OR introduces new information.	
Grammar	Overall essay exhibits specific advanced <u>vocabulary</u> , <u>avoids</u> wordiness or vague generic phrases, with few errors in <u>grammar and usage</u> , and addresses the proper audience, displaying a consistent point of view (no second person).	Essay may have a few errors involving <u>vocabulary</u> , wordiness or vague usage (including slang, cliché, and contractions), inconsistent <u>grammar usage</u> (including tense, subject/verb, pronoun antecedent agreement, or point of view. Errors do NOT cause confusion for the reader.	Essay contains multiple errors, which show a pattern of error in <u>vocabulary/word choices</u> and inconsistent <u>grammar usage</u> in different areas of tense, subject/verb, pronoun antecedent agreement, point of view, articles, or prepositions, all or part of which cause confusion for the reader.	
Mechanics*	N/A	Essay contains a few errors in different situations involving apostrophes, comma or semi-colon placement, and end punctuation and/or a fragment or run-on may be present, but these do NOT cause confusion for the reader.	Essay contains multiple errors, which show a pattern of error in apostrophe, comma or semicolon placement, end punctuation, fragments and/or run-ons OR cause confusion for the reader.	
MLA Format	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	Paper does not adhere to MLA format.	
			Deductions for length, timeliness = FINAL SCORE	

14/FA ENG-100 Assessment Data

Improvement Data

	Sentence Level Skills	Writing	Critical Thinking
Summary	206/96.6%	170/61.18%	130/28.46%
01	15/11	0/0	0/0
02	17/17	13/13	13/4
03	17/17	16/13	16/6
04	20/20	15/14	16/3
05	22/22	20/15	20/5
06	18/17	14/14	14/7
07	8/8	9/0	0/0
08	5/4	5/3	6/0
A01	6/5	7/5	7/0
A02	17/17	14/12	17/5
B01	13/13	14/9	14/6
B02	15/15	15/0	0/0
B03	1/1	10/0	0/0
B04	6/6	0/0	0/0
B05	10/10	0/0	0/0
B06	7/7	8/6	7/1
W01	9/9	10/0	0/0