<div style="border: 1px solid black; text-align: center;">

Course Outcomes Guide

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Course/Program Title: ENG-098 Writing Basics   **Date:** Spring 2016

Course/Program Team: Sonjurae Cross and James Niessner

Expected Learning Outcomes

1. Employ the steps of the writing process to write competent paragraphs
2. Improve and advance sentence-level skills
3. Employ critical thinking skills
4. Read with comprehension

Assessment
Throughout the semester, all ENG 098 Writing Basics students are required to complete the same number of writing assignments along with a common pre and post diagnostic writing wherein 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 thirty grammar/punctuation topics, and a comprehensive pre and post assessment to determine improvement/advancement of these skills.

Finally, students are required to utilize the Reading Level aspect of the MyLabs program to complete differentiated instructional reading activities for a minimum of three hours a week/90 overall activities to improve/advance their reading comprehension skills (4). The pre and post Lexile Measures for each student are recorded to indicate grade level improvement/advancement.

Validation

Measurement	Outcome being measured	Direct or indirect	Data Collection	
			Who	**Where/When**
Final Lexile Measure	3, 4	Direct	All ENG-098 Students	Embedded in course
Post-diagnostic Writing	1, 2, 3	Direct	All ENG-098 Students	Embedded in course
MWL Mastery Check	2	Direct	All ENG-098 Students	Embedded in course

- The Lexile Framework is a recognized standard of assessment used to monitor student reading ability and is recognized by the Common Core State Standards for English and

Language Arts as an accurate measure of college and career readiness. Pre and post performance data from these assessments is collected for analysis.

- The pre and post diagnostic writings are based on common prompts and graded with a division created rubric to assess course content objectives related to writing competency.
- Each of the questions on MWL Mastery Check has been selected or created to serve as a measure of one or more individual course content objectives related to the sentence-level skills learning outcome. Pre and post performance data from these assessments is collected for analysis.

Results

Pre/Post Writing Diagnostics

Post Count	Post Pass	Both Count	Improved
68	35	64	47
66.0%	51.5%	62.1%	73.4%

Pre/Post Mechanics & Grammar Diagnostic

Post Count	Post Pass	Both Count	Improved
70	6	66	49
68.0%	8.6%	64.1%	74.2%

Lexile Report

Average Lexile Measures	
771.18	971.20
Pre	Post

Post Count	Post Success	Post Pass	Both Count	Improved
93	76	21	93	82
90.3%	81.7%	22.6%	90.3%	88.2%

ENG-098 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2016 Summary	109	2.75% (n=3)	15.60% (n=17)	24.77% (n=27)	0.92% (n=1)	49.54% (n=54)	6.42% (n=7)	43.12% (n=47)	46.08 %

2016 Summary
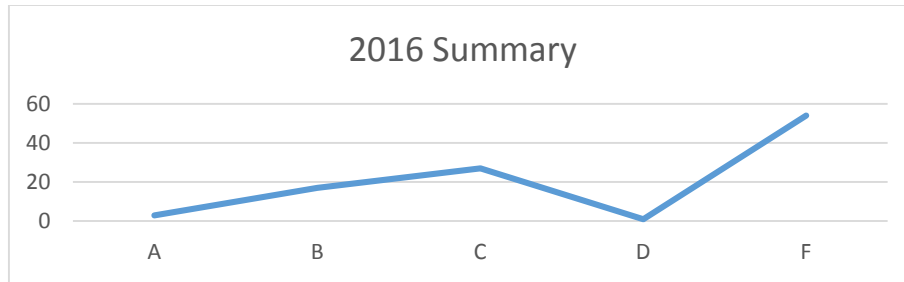
Follow-up

Grade Distribution: The number of Fs in developmental English remains excessively disproportionate. Of the 54 F grades given in AY 2016, 32 of these students did not complete the course. Removing the walk-away Fs from the calculations brings the F percentile down to only 22% and the completer success of the course to 67% (47 students with grades of A, B, or C and a total of 70 students (withdrawals removed) who completed the course). That said, one of the major issues with our ENG-098 classes seems to be retention.

Assessments: Students are currently able to begin working on reading activities with a minimum Lexile of 900. The goal is to have them work their way up to the 1200 level by the end of the course, but only 23% of students are making it to that level by the end of the semester. The current system also does not allow for me to see how much time is actually spent working at the goal level. Based on these results, and the Lexile scaffolding system, 900L will be removed to make sure that students are working with content that falls more closely in line with the type of texts they will be required to work with in their other college courses. In writing, 73% of the students who took the final writing exam improved, only 52% actually passed with a 70% or higher. This means that we are definitely developing stronger writers. The majority of the mistakes, based on a cursory item analysis of all paragraphs written, have to do with mechanics/grammar. Unfortunately, this is where these classes are struggling the most with plenty of improvement but only 9% of students actually hitting the goal of 70% on the final mastery check. In order to allow students more time to focus on the sentence level skills of the course, I have gone through and removed any duplicate assessment of reading and/or writing skills, reducing the number of mechanics/grammar topics to 29.

Budget Justification

No requests at this time.

Appendix A: Pre-assessment Objectives

#	Question ID	Objective
1	Path Builder Q-31	Avoid dependent clause fragments.
2	Path Builder Q-32	Identify two complete sentences joined with a comma and a coordinating conjunction.
3	Path Builder Q-33	Correct run-ons by turning one sentence into a dependent clause.
4	Path Builder Q-34	Use the past tense correctly.
5	Path Builder Q-35	Identify which singular and plural indefinite pronouns require singular or plural verbs.
6	Path Builder Q-36	Explain how singular and plural verbs agree with their subjects.
7	Path Builder Q-37	Maintain agreement when using pronouns with singular and plural antecedents.
8	Path Builder Q-38	Identify which pronouns must refer to a specific antecedent.
9	Path Builder Q-42	Use subordinating conjunctions in complex and compound-complex sentences.
10	Path Builder Q-44	Use a comma before a coordinating conjunction that joins two independent clauses.
11	Path Builder Q-45	Use a comma after introductory phrases and clauses.
12	Path Builder Q-49	Identify the correct use of capitalization with geographic regions.
13	Path Builder Q-50	Identify the correct spelling of commonly misspelled words.
14	RW6.9 Recall Q-9	Identify how different parts of speech function in sentences.
15	RW6.9 Recall Q-20	Identify how different parts of speech function in sentences.
16	RW6.9 Recall Q-29	Identify how different parts of speech function in sentences.
17	RW6.9 Recall Q-34	Identify how different parts of speech function in sentences.
18	RW6.9 Recall Q-64	Identify how different parts of speech function in sentences.
19	RW6.9 Recall Q-40	Identify how different types of phrases and clauses function in sentences.
20	RW6.9 Recall Q-49	Identify how different types of phrases and clauses function in sentences.
21	RW6.9 Recall Q-55	Identify how different types of phrases and clauses function in sentences.
22	RW6.9 Recall Q-201	Identify how different types of phrases and clauses function in sentences.
23	RW6.9 Recall Q-206	Identify how different types of phrases and clauses function in sentences.
24	RW6.24 Recall Q-30	Identify relative pronouns.
25	W1.9 Recall Q-4	Identify the parts of speech that adjectives and adverbs modify.
26	RW6.15 Recall Q-222	Identify the correct use of the present perfect progressive tense.
27	RW6.15 Recall Q-203	Identify the correct use of the present tense.
28	RW6.11 Recall Q-16	Identify four sentence types by structure: simple, compound, complex, and compound-complex.
29	RW6.11 Recall Q-23	Identify four sentence types by structure: simple, compound, complex, and compound-complex.
30	RW6.11 Recall Q-24	Identify four sentence types by structure: simple, compound, complex, and compound-complex.

Appendix B: Final Exam Objectives

#	Question ID	Objective
1	Mastery Check Q-31	Avoid dependent clause fragments.
2	Mastery Check Q-32	Identify two complete sentences joined with a comma and a coordinating conjunction.
3	Mastery Check Q-33	Correct run-ons by turning one sentence into a dependent clause.
4	Mastery Check Q-34	Use the past tense correctly.
5	Mastery Check Q-35	Identify which singular and plural indefinite pronouns require singular or plural verbs.
6	Mastery Check Q-36	Explain how singular and plural verbs agree with their subjects.
7	Mastery Check Q-37	Maintain agreement when using pronouns with singular and plural antecedents.
8	Mastery Check Q-38	Identify which pronouns must refer to a specific antecedent.
9	Mastery Check Q-42	Use subordinating conjunctions in complex and compound-complex sentences.
10	Mastery Check Q-44	Use a comma before a coordinating conjunction that joins two independent clauses.
11	Mastery Check Q-45	Use a comma after introductory phrases and clauses.
12	Mastery Check Q-49	Identify the correct use of capitalization with geographic regions.
13	Mastery Check Q-50	Identify the correct spelling of commonly misspelled words.
14	RW6.9 Recall Q-8	Identify how different parts of speech function in sentences.
15	RW6.9 Recall Q-17	Identify how different parts of speech function in sentences.
16	RW6.9 Recall Q-22	Identify how different parts of speech function in sentences.
17	RW6.9 Recall Q-28	Identify how different parts of speech function in sentences.
18	RW6.9 Recall Q-31	Identify how different parts of speech function in sentences.
19	RW6.9 Recall Q-83	Identify how different types of phrases and clauses function in sentences.
20	RW6.9 Recall Q-209	Identify how different types of phrases and clauses function in sentences.
21	RW6.9 Recall Q-202	Identify how different types of phrases and clauses function in sentences.
22	RW6.9 Recall Q-39	Identify how different types of phrases and clauses function in sentences.
23	RW6.9 Recall Q-12	Identify how different parts of speech function in sentences.
24	RW6.9 Recall Q-205	Identify how different types of phrases and clauses function in sentences.
25	W1.9 Recall Q-202	Identify the parts of speech that adjectives and adverbs modify.
26	RW6.15 Recall Q-52	Identify the correct use of the present perfect progressive tense.
27	RW6.15 Recall Q-204	Identify the correct use of the present tense.
28	RW6.11 Recall Q-10	Identify four sentence types by structure: simple, compound, complex, and compound-complex.
29	RW6.11 Recall Q-16	Identify four sentence types by structure: simple, compound, complex, and compound-complex.
30	RW6.11 Recall Q-22	Identify four sentence types by structure: simple, compound, complex, and compound-complex.

Appendix C: Writing Assignment Rubrics

	Full Credit	Half Credit	No Credit
Topic Sentence **5%**	It is the first sentence. It clearly states the topic and controlling idea of the paragraph.	It is the first sentence. It clearly states the topic of the paragraph. The controlling idea is not arguable.	It is unclear, incomplete, or misplaced.
Major Supporting Sentences **15%**	Body of paragraph is organized in a logical sequence with major supporting sentences, each with a transition that demonstrates its relationship to the previous major supporting sentence. Varied and subtle transitions are used effectively to enhance the flow of the paragraph.	Body of paragraph is organized in a logical sequence with major supporting sentences, each with a transition that demonstrates its relationship to the previous major supporting sentence. Weak or inappropriate transitions	Paragraph is not organized logically and/or major supporting sentences are vague, off-topic, or missing and/or coherence is disrupted because of lack or misuse of transitions.
Minor Supporting Sentences **20%**	Minor supporting sentences are specific and concrete details, reasons, or examples that include compound, complex, and compound-complex sentences.	Paragraph could be more fully developed with additional supporting details, reasons, or examples, OR some supporting detail sentences may have moved off-topic. Paragraph contains some sentence variety.	Paragraph is not organized logically and/or minor supporting sentences are vague, out of order, off-topic, or missing and/or paragraph lacks sentence variety.
Concluding Sentence **10%**	It is the last sentence. It includes a summarizing transition. It paraphrases the topic sentence.	It is the last sentence. It includes a summarizing transition. It restates the topic sentence.	It is unclear, incomplete, or misplaced.
Vocabulary **10%**	Paragraph adheres to rules of Standard English, (no slang, cliché, contractions) usage/word choice, spelling, capitalization, and wordiness or word order with few errors, showing good proficiency with academic vocabulary. Errors do not cause confusion for the reader.		Paragraph has errors with Standard English, (slang, cliché, contractions) usage/word choice, (spelling and capitalization), and wordiness or word order OR demonstrates a limited vocabulary. Errors cause confusion for the reader.
Grammar **20%**	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 NO confusion for the reader. Does not use 2nd person or imperative sentences	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 cause minimal confusion for the reader.	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. Errors detract from the writing OR cause confusion for the reader.
Mechanics **20%**	Paragraph exhibits <u>strong usage</u> of apostrophes, end punctuation, commas, semicolon, or colon placement with <u>one to NO errors</u>, but there are NO fragments or run-ons present and NO confusion for the reader. Includes a semi-colon	Several errors may be present in different situations, including apostrophes, end punctuation, comma, semicolon, or colon placement. Errors do not create a pattern nor detract from the writing and cause minimal confusion for the reader.	Paragraph has multiple errors, which create a pattern of error in apostrophe usage, comma. Semicolon or colon placement OR detract from the writing OR cause confusion for the reader. Contains fragments, run-ons, and/or comma splices

Deductions will be made for poor document design, including filename (up to 5%), lateness (10% per day up to 2 days), and lack of participation in the writing process (up to 10%).

Course Content Objectives
Use a topic sentence that expresses a central idea
Organize in a logical sequence with transitional words
Use supporting sentences
Use a concluding sentence that expands the central idea
Develop and support ideas thoroughly
Use appropriate language for college level writing

ENG-098 Pre/Post Writing Diagnostics

Outcome: Employ the steps of the writing process to write competent paragraphs

Academic Year 2016 (n=103)

Post-test/Course

31	52
Pass/Pass	Fail/Fail
4	16
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	68	35	64	47
	66.0%	51.5%	62.1%	73.4%

Summary for 15/SU (n=10)

Post-test/Course

4	6
Pass/Pass	Fail/Fail
0	0
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	6	4	6	6
	60.0%	66.7%	60.0%	100.0%

Summary for 15/FA (n=71)

Post-test/Course

19	33
Pass/Pass	Fail/Fail
4	15
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	49	23	47	31
	69.0%	46.9%	66.2%	66.0%

Summary for 16/SP (n=22)

Post-test/Course

8	13
Pass/Pass	Fail/Fail
0	1
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	13	8	11	10
	59.1%	61.5%	50.0%	90.9%

ENG-098 Lexile Report

Outcome: Increase reading fluency and comprehension

Academic Year 2016 (n=103)

Average Lexile Measures				L2Count	L70	LPass	LBoth	LImprove
777.18	971.20		Sum	93	76	21	93	82
Pre	Post			90.3%	81.7%	22.6%	90.3%	88.2%

Summary for 15/SU (n=10)

Average Lexile Measures				L2Count	L70	LPass	LBoth	LImprove
859.38	939.13		Sum	8	6	0	8	6
Pre	Post			80.0%	75.0%	0.0%	80.0%	75.0%

Summary for 15/FA (n=71)

Average Lexile Measures				L2Count	L70	LPass	LBoth	LImprove
800.95	990.94		Sum	66	54	13	66	58
Pre	Post			93.0%	81.8%	19.7%	93.0%	87.9%

Summary for 16/SP (n=22)

Average Lexile Measures				L2Count	L70	LPass	LBoth	LImprove
675.95	923.64		Sum	19	16	8	19	18
Pre	Post			86.4%	84.2%	42.1%	86.4%	94.7%

ENG-098 Pre/Post Mechanics & Grammar Diagnostic

Outcome: Improve and advance sentence level skills

Academic Year 2016 (n=103)

Post-test/Course

6	56
Pass/Pass	Fail/Fail
0	41
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	70	6	66	49
	68.0%	8.6%	64.1%	74.2%

Summary for 15/SU (n=10)

Post-test/Course

1	6
Pass/Pass	Fail/Fail
0	3
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	6	1	6	6
	60.0%	16.7%	60.0%	100.0%

Summary for 15/FA (n=71)

Post-test/Course

5	37
Pass/Pass	Fail/Fail
0	29
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	49	5	46	35
	69.0%	10.2%	64.8%	76.1%

Summary for 16/SP (n=22)

Post-test/Course

0	13
Pass/Pass	Fail/Fail
0	9
Pass/Fail	Fail/Pass

	Post Count	Post Pass	Both Count	Improved
Sum	15		14	8
	68.2%		63.6%	57.1%

Appendix G: Grade Distribution

ENG-098 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2016 Summary	109	2.75% (n=3)	15.60% (n=17)	24.77% (n=27)	0.92% (n=1)	49.54% (n=54)	6.42% (n=7)	43.12% (n=47)	46.08%

Full-time Faculty:Adjunct Faculty Breakout

		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
15/SU	Faculty	12	0.00% (n=0)	25.00% (n=3)	8.33% (n=1)	8.33% (n=1)	41.67% (n=5)	16.67% (n=2)	33.33% (n=4)	40.00%
15/FA	Faculty	33	3.03% (n=1)	18.18% (n=6)	33.33% (n=11)	0.00% (n=0)	45.45% (n=15)	0.00% (n=0)	54.55% (n=18)	54.55%
15/FA	Adjunct	40	2.50% (n=1)	12.50% (n=5)	25.00% (n=10)	0.00% (n=0)	52.50% (n=21)	7.50% (n=3)	40.00% (n=16)	43.24%
16/SP	Faculty	12	0.00% (n=0)	8.33% (n=1)	16.67% (n=2)	0.00% (n=0)	66.67% (n=8)	8.33% (n=1)	25.00% (n=3)	27.27%
16/SP	Adjunct	12	8.33% (n=1)	16.67% (n=2)	25.00% (n=3)	0.00% (n=0)	41.67% (n=5)	8.33% (n=1)	50.00% (n=6)	54.55%

*Completer success excludes W,I, Other