

## Course Outcomes Guide

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

**Date:** Spring 2015

**Course/Program Team:** Sonjurae Cross and James Niessner

### Expected Learning Outcomes

1. Understand and use the writing process to write a competent essay
2. Improve and advance sentence level skills
3. Employ critical thinking skills
4. Develop college-level reading comprehension

### Assessment

Throughout the semester, all ENG 099 students are required to work through a basic writing process to complete the same number of writing assignments in specified rhetorical modes to meet the objectives of outcomes 1 and 3. Students also take the Accuplacer Writeplacer exam at midterm and as a final writing exam to determine placement into the next level (outcome 1). Data from the Accuplacer exams is recorded to determine skill improvement.

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 forty 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-099 Students	Embedded in course
Accuplacer Midterm and Final	1, 2, 3	Direct	All ENG-099 Students	Embedded in course
MWL Mastery Check	2, 4	Direct	All ENG-099 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 Accuplacer WritePlacer exam is a nationally accepted academic placement standard for Writing courses.
- 100% of the MyWritingLab Final assessment 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

### Pre/Post Writing Diagnostics

Post Count	Post Pass	Both Count	Improved
183	139	173	54
68.8%	76.0%	65.0%	31.2%

### Pre/Post Mechanics & Grammar Diagnostic

Post Count	Post Pass	Both Count	Improved
207	103	205	98
77.8%	49.8%	77.1%	47.8%

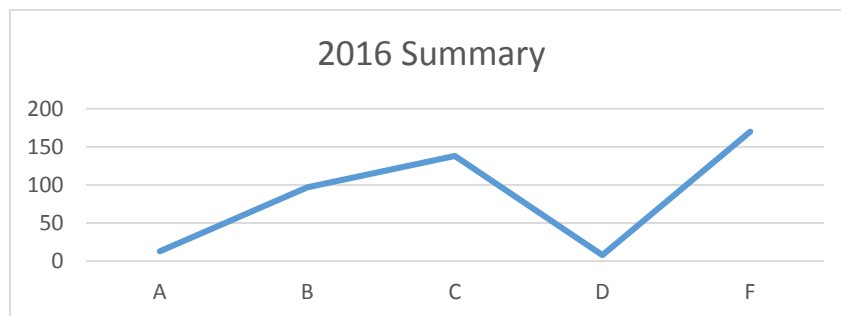
### Lexile Report

Average Lexile Measures	
921.72	1159.31
Pre	Post

Post Count	Post Success	Post Pass	Both Count	Improved
246	210	55	246	237
92.5%	85.4%	22.4%	92.5%	96.3%

### ENG-099 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2016 Summary	469	2.77% (n=13)	20.68% (n=97)	29.42% (n=138)	1.71% (n=8)	36.25% (n=170)	9.17% (n=98)	52.88% (n=248)	58.22 %



**Follow-up**

Grade Distribution: Of the 170 F grades given in AY 2016, 116 of these students did not complete the course. Removing the walk-away Fs from the calculations brings the F percentile down to only 12%! The complete success of the course moves to 67% (248 students with grades of A, B, or C and a total of 371 students (withdrawals removed) who completed the course). This is equal to the success of our ENG-098 level courses, which tells us that the majority of students who continue to come to class are improving their writing skills. Over the next academic year, a primary goal will be to look at ways to reduce attrition.

Assessments: As with our other reading course, students are currently able to begin working on reading activities at a level lower than our goal of 1400L. While only 22% of students successfully achieved that level of reading or beyond, the average post score of 1159L is just shy of the minimum 1185L score suggestion for the 11-CCR grade band as outlined by the CCSS, which is promising. We will be removing the 1000L activities from the ENG-099 site to ensure that students are spending more time focused on appropriate level text in preparation for credit courses. The Accuplacer Writeplacer exam results most closely align with the overall revised complete success in the course. This is appropriate as the essays in the course are the most comprehensive assessment we have of all learning outcomes, including critical thinking and the ability to develop ideas. The mechanics/grammar diagnostics need revision. The current results are duplicating information assessed by the use of Lexile levels versus focusing solely on the sentence-level skills. Over the next academic year, we will be monitoring student results on targeted assessments throughout the semester with the goal of removing reading based questions from this diagnostic.

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

No requests at this time.

## Appendix A: Pre-assessment Objectives

#	Question ID	Objective
1	Path Builder Q-1	Identify the stated central point of a passage.
2	Path Builder Q-2	Identify what is being compared and contrasted in a text.
3	Path Builder Q-3	Differentiate between main ideas and details in an outline.
4	Path Builder Q-4	Identify how to organize information, such as events, in a map.
5	Path Builder Q-5	Make inferences, draw conclusions, and summarize to make sense of texts.
6	Path Builder Q-6	Identify or write an accurate paraphrase of a text.
7	Path Builder Q-7	Identify information that belongs in a summary.
8	Path Builder Q-8	Identify details in a text by scanning.
9	Path Builder Q-9	Identify the stated main idea of a paragraph.
10	Path Builder Q-10	Identify word meanings and sentence clues, such as restatement and examples.
11	Path Builder Q-11	Identify synonyms, antonyms, homonyms, and compound words.
12	Path Builder Q-12	Identify details.
13	Path Builder Q-13	Differentiate between major and minor supporting details.
14	Path Builder Q-14	Identify signal words and phrases that indicate cause and effect.
15	Path Builder Q-15	Identify the implied main idea of a paragraph.
16	Path Builder Q-16	Combined objectives: Analyze a paragraph's topic sentence and supporting sentences.
17	Path Builder Q-17	Combined objectives: Analyze the way a paragraph is developed and organized.
18	Path Builder Q-18	Combined objectives: Analyze the way a paragraph is developed and organized.
19	Path Builder Q-19	Combined objectives: Analyze strategies for revising a paragraph.
20	Path Builder Q-20	Combined objectives: Analyze strategies for revising a paragraph.
21	Path Builder Q-21	Combined objectives: Analyze a narrative paragraph.
22	Path Builder Q-22	Combined objectives: Analyze a paragraph.
23	Path Builder Q-23	Combined objectives: Analyze a paragraph.
24	Path Builder Q-24	Recognize techniques for overcoming obstacles to writing.
25	Path Builder Q-25	Recognize the benefits of keeping a writing journal.
26	Path Builder Q-26	Demonstrate understanding of the drafting phase.
27	Path Builder Q-27	Demonstrate understanding of the revising phase.
28	Path Builder Q-28	Demonstrate understanding of the editing phase.
29	Path Builder Q-29	Identify the purpose of prewriting and practice freewriting.
30	Path Builder Q-30	Identify brainstorming as a prewriting strategy.
31	Path Builder Q-31	Avoid dependent clause fragments.
32	Path Builder Q-32	Identify two complete sentences joined with a comma and a coordinating conjunction.
33	Path Builder Q-33	Correct run-ons by turning one sentence into a dependent clause.
34	Path Builder Q-34	Use the past tense correctly.
35	Path Builder Q-35	Identify which singular and plural indefinite pronouns require singular or plural verbs.
36	Path Builder Q-36	Explain how singular and plural verbs agree with their subjects.
37	Path Builder Q-37	Maintain agreement when using pronouns with singular and plural antecedents.
38	Path Builder Q-38	Identify which pronouns must refer to a specific antecedent.
39	Path Builder Q-39	Avoid using dangling modifiers.
40	Path Builder Q-40	Use the same grammatical form for all the elements in a series.

41	Path Builder Q-41	Express parallel or contrasting ideas presented as pairs using the same grammatical form.
42	Path Builder Q-42	Use subordinating conjunctions in complex and compound-complex sentences.
43	Path Builder Q-43	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
44	Path Builder Q-44	Use a comma before a coordinating conjunction that joins two independent clauses.
45	Path Builder Q-45	Use a comma after introductory phrases and clauses.
46	Path Builder Q-46	Identify the correct use of semicolons.
47	Path Builder Q-47	Avoid using apostrophes with possessive pronouns.
48	Path Builder Q-48	Use quotation marks correctly around direct quotations.
49	Path Builder Q-49	Identify the correct use of capitalization with geographic regions.
50	Path Builder Q-50	Identify the correct spelling of commonly misspelled words.

## Appendix B: Post-assessment Objectives

#	Question ID	Objective
1	Mastery Check Q-1	Identify the stated central point of a passage.
2	Mastery Check Q-2	Identify what is being compared and contrasted in a text.
3	Mastery Check Q-3	Differentiate between main ideas and details in an outline.
4	Mastery Check Q-4	Differentiate between main ideas and details in a diagram.
5	Mastery Check Q-5	Make inferences, draw conclusions, and summarize to make sense of texts.
6	Mastery Check Q-6	Identify or write an accurate paraphrase of a text.
7	Mastery Check Q-7	Explain why and describe how summarizing and paraphrasing are useful rehearsal strategies.
8	Mastery Check Q-8	Identify details in a text by scanning.
9	Mastery Check Q-9	Identify the stated main idea of a paragraph.
10	Mastery Check Q-10	Identify word meanings and sentence clues, such as restatement and examples.
11	Mastery Check Q-11	Identify synonyms, antonyms, homonyms, and compound words.
12	Mastery Check Q-12	Identify details.
13	Mastery Check Q-13	Differentiate between major and minor supporting details.
14	Mastery Check Q-14	Identify and explain situations that call for cause and effect.
15	Mastery Check Q-15	Identify the implied central point of a passage.
16	Mastery Check Q-16	Combined objectives: Analyze a paragraph's topic sentence and supporting sentences.
17	Mastery Check Q-17	Combined objectives: Analyze the way a paragraph is developed and organized.
18	Mastery Check Q-18	Combined objectives: Analyze the way a paragraph is developed and organized.
19	Mastery Check Q-19	Combined objectives: Analyze strategies for revising a paragraph.
20	Mastery Check Q-20	Combined objectives: Analyze strategies for revising a paragraph.
21	Mastery Check Q-21	Combined objectives: Analyze a narrative paragraph.
22	Mastery Check Q-22	Combined objectives: Analyze a paragraph.
23	Mastery Check Q-23	Combined objectives: Analyze a paragraph.
24	Mastery Check Q-24	Recognize techniques for overcoming obstacles to writing.
25	Mastery Check Q-25	Recognize the benefits of keeping a writing journal.
26	Mastery Check Q-26	Demonstrate understanding of the drafting phase.
27	Mastery Check Q-27	Demonstrate understanding of the revising phase.
28	Mastery Check Q-28	Demonstrate understanding of the editing phase.
29	Mastery Check Q-29	Identify the purpose of prewriting and practice freewriting.
30	Mastery Check Q-30	Identify brainstorming as a prewriting strategy.
31	Mastery Check Q-31	Avoid dependent clause fragments.
32	Mastery Check Q-32	Identify two complete sentences joined with a comma and a coordinating conjunction.
33	Mastery Check Q-33	Correct run-ons by turning one sentence into a dependent clause.
34	Mastery Check Q-34	Use the past tense correctly.
35	Mastery Check Q-35	Identify which singular and plural indefinite pronouns require singular or plural verbs.
36	Mastery Check Q-36	Explain how singular and plural verbs agree with their subjects.
37	Mastery Check Q-37	Maintain agreement when using pronouns with singular and plural antecedents.
38	Mastery Check Q-38	Identify which pronouns must refer to a specific antecedent.
39	Mastery Check Q-39	Avoid using dangling modifiers.
40	Mastery Check Q-40	Use the same grammatical form for all the elements in a series.
41	Mastery Check Q-41	Express parallel or contrasting ideas presented as pairs using the same grammatical form.

42	Mastery Check Q-42	Use subordinating conjunctions in complex and compound-complex sentences.
43	Mastery Check Q-43	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
44	Mastery Check Q-44	Use a comma before a coordinating conjunction that joins two independent clauses.
45	Mastery Check Q-45	Use a comma after introductory phrases and clauses.
46	Mastery Check Q-46	Identify the correct use of semicolons.
47	Mastery Check Q-47	Avoid using apostrophes with possessive pronouns.
48	Mastery Check Q-48	Use quotation marks correctly around direct quotations.
49	Mastery Check Q-49	Identify the correct use of capitalization with geographic regions.
50	Mastery Check Q-50	Identify the correct spelling of commonly misspelled words.

### Appendix C: Writing Assignment Rubrics

Category Description	Full Credit	Half Credit	No Credit
<b>10% Critical Thinking</b> - The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. Specific elements to consider include: • Clarity • Depth • Precision • Logic • Accuracy • Fairness • Breadth • Relevance	Your response shows clear and reasoned analysis of the issue.	Your response shows limited clarity and complexity of thought.	Your response shows insufficient reasoning and lacks complexity of thought.
<b>10% Development and Support</b> - The extent to which the writer develops and supports ideas. Specific elements to consider include • Point of view • Coherent arguments • Evidence • Elaboration	Your response is logically developed and well supported.	Your response has limited support for your ideas.	Your response needs additional ideas and support.
<b>20% Mechanical Conventions</b> - The extent to which the writer expresses ideas using standard English. Specific elements to consider include • Spelling • Grammar • Punctuation	Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation.	Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation.	Your response shows poor control of mechanical conventions such as grammar, spelling, and punctuation.
<b>20% Organization and Structure</b> - The extent to which the writer orders and connects ideas. Specific elements to consider include • Introduction • Thesis • 3 Body paragraphs • Transitions • Conclusions	Your response demonstrates strong organization of ideas.	Your response demonstrates limited organization of ideas.	Your response demonstrates poor organization of ideas.
<b>20% Purpose and Focus</b> - The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue. Specific elements to consider include • Unity, • Consistency • Coherence • Relevance • Audience	Your response shows a clear purpose and a consistent focus.	Your response does not fully communicate purpose, and focus may be inconsistent.	Your response lacks clear purpose and focus.
<b>20% Sentence Variety and Style</b> - The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure. Specific elements to consider include • Sentence length • Sentence structure • Usage • Tone • Vocabulary • Voice	Your response shows skillful control of sentence structure and style.	Your response shows inconsistent control of sentence variety, word choice, and flow of thought.	Your response shows limited ability to vary sentence length and apply appropriate vocabulary.
<b>Deductions will be made for poor document design (up to 5%), lateness (10% per day up to 2 days), and lack of participation in the writing process (up to 10%).</b>			



## Appendix D: Writing Outcomes Summary

### ENG-099 Pre/Post Writing Diagnostics

*Outcome: Use the steps of the writing process to write competent essays*

#### Academic Year 2016 (n=266)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
117	110		183	139	173	54
Pass/Pass	Fail/Fail	Sum	68.8%	76.0%	65.0%	31.2%
22	17					
Pass/Fail	Fail/Pass					

#### Summary for 15/SU (n=20)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
5	7		11	9	10	3
Pass/Pass	Fail/Fail	Sum	55.0%	81.8%	50.0%	30.0%
4	4					
Pass/Fail	Fail/Pass					

#### Summary for 15/EA (n=139)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
61	58		96	73	92	27
Pass/Pass	Fail/Fail	Sum	69.1%	76.0%	66.2%	29.3%
12	8					
Pass/Fail	Fail/Pass					

#### Summary for 16/SP (n=107)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
51	45		76	57	71	24
Pass/Pass	Fail/Fail	Sum	71.0%	75.0%	66.4%	33.8%
6	5					
Pass/Fail	Fail/Pass					

## Appendix E: Reading Outcomes Summary

### ENG-099 Lexile Report

*Outcome: Develop college-level reading comprehension*

#### Academic Year 2016 (n=266)

Average Lexile Measures			L2Count	L70	LPass	LBoth	LImprove
921.72	1,159.31	Sum	246	210	55	246	237
Pre	Post		92.5%	85.4%	22.4%	92.5%	96.3%
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Average Lexile Measures			L2Count	L70	LPass	LBoth	LImprove
964.78	1,215.06	Sum	18	15	3	18	18
Pre	Post		90.0%	83.3%	16.7%	90.0%	100.0%
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Average Lexile Measures			L2Count	L70	LPass	LBoth	LImprove
967.50	1,178.55	Sum	132	112	21	132	129
Pre	Post		95.0%	84.8%	15.9%	95.0%	97.7%
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Average Lexile Measures			L2Count	L70	LPass	LBoth	LImprove
856.78	1,125.55	Sum	96	83	31	96	90
Pre	Post		89.7%	86.5%	32.3%	89.7%	93.8%
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*Summary for 15/SU (n=20)*

*Summary for 15/EA (n=139)*

*Summary for 16/SP (n=107)*

## Appendix F: Sentence Skills Outcomes Summary

### ENG-099 Pre/Post Mechanics & Grammar Diagnostic

*Outcome: Improve and advance sentence level skills*

#### Academic Year 2016 (n=266)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
88	117	Sum	207	103	205	98
Pass/Pass	Fail/Fail		77.8%	49.8%	77.1%	47.8%
15	46					
Pass/Fail	Fail/Pass					

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Post-test/Course		<i>Summary for 15/SU (n=20)</i>				
		Post Count	Post Pass	Both Count	Improved	
5	9	Sum	20	7	20	6
Pass/Pass	Fail/Fail		100.0%	35.0%	100.0%	30.0%
2	4					
Pass/Fail	Fail/Pass					

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Post-test/Course		<i>Summary for 15/FA (n=139)</i>				
		Post Count	Post Pass	Both Count	Improved	
48	62	Sum	118	56	118	57
Pass/Pass	Fail/Fail		84.9%	47.5%	84.9%	48.3%
8	21					
Pass/Fail	Fail/Pass					

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Post-test/Course		<i>Summary for 16/SP (n=107)</i>				
		Post Count	Post Pass	Both Count	Improved	
35	46	Sum	69	40	67	35
Pass/Pass	Fail/Fail		64.5%	58.0%	62.6%	52.2%
5	21					
Pass/Fail	Fail/Pass					

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## Appendix G: Grade Distribution

### ENG-099 Grade Distribution

		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
<b>2016 Summary</b>		<b>469</b>	<b>2.77%</b> <i>(n=13)</i>	<b>20.68%</b> <i>(n=97)</i>	<b>29.42%</b> <i>(n=138)</i>	<b>1.71%</b> <i>(n=8)</i>	<b>36.25%</b> <i>(n=170)</i>	<b>9.17%</b> <i>(n=43)</i>	<b>52.88%</b> <i>(n=248)</i>	<b>58.22%</b>
Full-time Faculty:Adjunct Faculty Breakout										
		Total	A	B	C	D	F	W, I, Other	Success	Completer Success
15/SU	Faculty	22	4.55% <i>(n=1)</i>	13.64% <i>(n=3)</i>	22.73% <i>(n=5)</i>	9.09% <i>(n=2)</i>	40.91% <i>(n=9)</i>	9.09% <i>(n=2)</i>	40.91% <i>(n=9)</i>	45.00%
15/FA	Faculty	46	2.17% <i>(n=1)</i>	10.87% <i>(n=5)</i>	28.26% <i>(n=13)</i>	0.00% <i>(n=0)</i>	45.65% <i>(n=21)</i>	13.04% <i>(n=6)</i>	41.30% <i>(n=19)</i>	47.50%
15/FA	Adjunct	114	1.75% <i>(n=2)</i>	13.16% <i>(n=15)</i>	28.95% <i>(n=33)</i>	0.00% <i>(n=0)</i>	42.98% <i>(n=49)</i>	13.16% <i>(n=15)</i>	43.86% <i>(n=50)</i>	50.51%
16/SP	Faculty	44	4.55% <i>(n=2)</i>	6.82% <i>(n=3)</i>	31.82% <i>(n=14)</i>	2.27% <i>(n=1)</i>	47.73% <i>(n=21)</i>	6.82% <i>(n=3)</i>	43.18% <i>(n=19)</i>	46.34%
16/SP	Adjunct	73	2.74% <i>(n=2)</i>	24.66% <i>(n=18)</i>	21.92% <i>(n=16)</i>	1.37% <i>(n=1)</i>	34.25% <i>(n=25)</i>	15.07% <i>(n=11)</i>	49.32% <i>(n=36)</i>	58.06%

\*Completer success excludes W,I, Other