

Course Outcome Guide

Course/Program Title: ESL-100 ESL Beginning Composition

Date: Spring 2016

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Expected Learning Outcomes

1. Increase reading fluency and comprehension
2. Demonstrate awareness of process writing and develop academic writing ability
3. Improve and advance sentence-level skills
4. Employ critical thinking skills to thoroughly develop and support ideas

Assessment

Throughout the semester, all ESL 100 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 and reading comprehension skills (outcomes 2 and 4). Students take post-tests after each included topic, and a comprehensive pre and post assessment to determine improvement/advancement of these skills.

Validation

Measurement	Outcome being measured	Direct or indirect	Data Collection	
			Who	Where/When
Accuplacer WritePlacer	2, 3, 4	Direct	All ESL-100 Students	Embedded in course
MWL Mastery Check	1, 3	Direct	All ESL-100 Students	Embedded in course

- 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
44	14	40	13
86.3%	31.8%	78.4%	32.5%

Pre/Post Mechanics & Grammar Diagnostic

Post Count	Post Pass	Both Count	Improved
43	33	41	27
84.3%	76.7%	80.4%	65.9%

ESL-100 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2016	56	3.57%	19.64%	17.86%	7.14%	42.86%	8.93%	41.07%	45.10 %
Summary		(n=2)	(n=17)	(n=10)	(n=4)	(n=24)	(n=5)	(n=23)	

Follow-up

With the offering of ELL-101 English Composition for English Language Learners, ESL-100 has been redesigned with changes to be implemented in the Fall 2016. We will continue active collection and analysis of data in order to compare results to the current design.

Changes include

- New Textbook- because there is now a dedicated research course for this population, there is no need to introduce research skills in the developmental course
- New Final Exam Process- the Accuplacer Writeplacer and WriteplacerESL have proven ineffective in assessing the writing and critical thinking skills of developmental ESL students. The WriteplacerESL does not hold to a rigorous enough standard for students moving into credit level writing courses while the Writeplacer incorrectly scores multiple grammar/mechanics errors as more sophisticated content. Instead, final essays will be scored by the instructor and myself to determine whether students are able to move on to credit ELL.
- No Reading Assessment- with the discarding of the ReadingPlus software as a supplement in 15/SU, plans were in place to adopt the MySkillsLab Plus. Unfortunately, Pearson is currently unable to create such a package. Over the next academic year, we will investigate the potential use of the MySearchLab to offer the reading supplement that this level needs. MySearchLab is already a component of the MyWritingLab program that we are able to package with our textbook.

As we collect and analyze data and commentary from both students and instructors, changes will be made in subsequent semesters.

Budget Justification: No additional resources or funding necessary at this time.

Appendix A Writing Path Builder (Short Version)

Total Questions: 55

#	Question ID	Objective
1	W1.2 Diagnostic Q-1	Identify the understood or implied "you" as a subject.
2	W1.2 Diagnostic Q-2	Identify complete verbs.
3	W1.3 Recall Q-244	Identify the correct use of determiners with nouns.
4	W1.4 Recall Q-212	Identify pronouns and their antecedents.
5	W1.4 Recall Q-256	Identify demonstrative pronouns.
6	W1.7 Recall Q-72	Identify the correct use of the present perfect tense.
7	W1.7 Recall Q-58	Identify the correct use of the present progressive tense.
8	W1.8 Recall Q-25	Differentiate between regular verbs and irregular verbs.
9	W1.8 Recall Q-33	Differentiate between regular verbs and irregular verbs.
10	W1.10 Recall Q-210	Use adjectives after linking verbs; use adverbs to modify verbs, adjectives, and adverbs.
11	W1.10 Recall Q-148	Avoid double negatives.
12	W1.11 Recall Q-25	Identify the correct prepositions to use with certain words, phrases, or expressions.
13	W2.2 Recall Q-206	Avoid dependent clause fragments.
14	W2.2 Diagnostic Q-2	Avoid relative clause or missing subject fragments.
15	W2.3 Recall Q-9	Identify two complete sentences joined with a comma and a coordinating conjunction.
16	W2.3 Recall Q-12	Correct run-ons by turning one sentence into a dependent clause.
17	W2.4 Recall Q-204	Explain how singular and plural verbs agree with their subjects.
18	W2.4 Recall Q-72	Identify which singular and plural indefinite pronouns require singular or plural verbs.
19	W2.4 Diagnostic Q-3	Maintain agreement when joining a compound subject with "or" or "nor. "
20	W2.5 Recall Q-17	Use the past tense correctly.
21	W2.5 Diagnostic Q-3	Use the present tense correctly.
22	W2.6 Recall Q-202	Use the correct form of pronouns that function as subjects.
23	W2.6 Diagnostic Q-3	Use the correct form of pronouns that function as objects.
24	W2.7 Recall Q-83	Identify which pronouns must refer to a specific antecedent.
25	W2.7 Diagnostic Q-2	Maintain a consistent point of view with pronouns.
26	W2.8 Recall Q-201	Maintain agreement when using pronouns with singular and plural antecedents.
27	W2.8 Diagnostic Q-2	Maintain agreement when using pronouns with singular and plural antecedents.
28	W2.9 Recall Q-90	Avoid using misplaced modifiers.
29	W2.9 Diagnostic Q-3	Avoid using misplaced modifiers.
30	W2.10 Recall Q-89	Use the same grammatical form for all the elements in a series.
31	W2.10 Diagnostic Q-2	Express parallel or contrasting ideas presented as pairs using the same grammatical form.
32	W2.1 Recall Q-244	Use subordinating conjunctions in complex and compound-complex sentences.

33	W3.1 Recall Q-205	Use a comma before a coordinating conjunction that joins two independent clauses.
34	W3.1 Recall Q-226	Avoid unnecessary commas.
35	W3.1 Diagnostic Q-1	Use a comma between coordinate adjectives but not between cumulative adjectives.
36	W3.2 Recall Q-65	Use periods correctly in complete declarative sentences and indirect questions.
37	W3.2 Recall Q-63	Use a question mark at the end of a direct question.
38	W3.3 Recall Q-84	Use other punctuation correctly with quotation marks.
39	W3.3 Diagnostic Q-4	Use other punctuation correctly with quotation marks.
40	W3.4 Recall Q-23	Identify the correct use of semicolons.
41	W3.4 Diagnostic Q-3	Identify the correct use of semicolons.
42	W3.5 Recall Q-217	Avoid using apostrophes with possessive pronouns.
43	W3.5 Recall Q-83	Identify the correct use of apostrophes with contractions.
44	W3.7 Recall Q-218	Identify the correct use of capitalization with geographic regions.
45	W3.7 Diagnostic Q-3	Identify the correct use of capitalization for proper nouns.
46	W3.8 Recall Q-55	Identify the correct spelling of commonly misspelled words.
47	W3.8 Diagnostic Q-8	Identify correct spellings and common spelling rules (e.g., prefixes and suffixes).
48	W4.1 Recall Q-42	Differentiate between standard and nonstandard English for formal and informal writing.
49	W4.1 Recall Q-214	Identify the rhetorical function and purpose of style and tone.
50	W4.2 Recall Q-74	Identify the correct use of confusing word pairs.
51	W4.2 Recall Q-69	Identify the correct use of homophones.
52	W4.3 Recall Q-205	Combine sentences and use subordination for rhetorical effectiveness.
53	W4.3 Recall Q-87	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
54	W4.4 Recall Q-201	Avoid redundancy.
55	W4.4 Recall Q-238	Avoid redundancy.

Appendix B Writing Mastery Check (Short Version)

Total Questions: 55

#	Question ID	Objective
1	W5.2 Diagnostic Q-3	Identify simple subjects.
2	W5.2 Diagnostic Q-4	Identify complete verbs.
3	W5.3 Recall Q-245	Identify the correct use of determiners with nouns.
4	W5.4 Recall Q-213	Identify pronouns and their antecedents.
5	W5.4 Recall Q-241	Identify reflexive pronouns.
6	W5.7 Recall Q-81	Identify the correct use of the present perfect tense.
7	W5.7 Recall Q-59	Identify the correct use of the present progressive tense.
8	W5.8 Recall Q-209	Identify correct forms of "do."
9	W5.8 Recall Q-29	Differentiate between regular verbs and irregular verbs.
10	W5.10 Recall Q-212	Use adjectives after linking verbs; use adverbs to modify verbs, adjectives, and adverbs.
11	W5.10 Recall Q-150	Avoid double negatives.
12	W5.11 Recall Q-26	Identify the correct prepositions to use with certain words, phrases, or expressions.
13	W6.2 Recall Q-2	Avoid afterthought fragments.
14	W6.2 Diagnostic Q-4	Avoid relative clause or missing subject fragments.
15	W6.3 Recall Q-10	Identify two complete sentences joined with a comma and a coordinating conjunction.
16	W6.3 Recall Q-13	Correct run-ons by turning one sentence into a dependent clause.
17	W6.4 Recall Q-1	Explain how singular and plural verbs agree with their subjects.
18	W6.4 Recall Q-65	Identify which singular and plural indefinite pronouns require singular or plural verbs.
19	W6.4 Diagnostic Q-4	Explain that a verb agrees with the subject even when the verb comes before the subject.
20	W6.5 Recall Q-41	Use the past tense correctly.
21	W6.5 Diagnostic Q-5	Use the active voice instead of the passive voice.
22	W6.6 Recall Q-204	Use the correct form of pronouns that function as subjects.
23	W6.6 Diagnostic Q-5	Use the correct form of pronouns that function as objects.
24	W6.7 Recall Q-88	Identify which pronouns must refer to a specific antecedent.
25	W6.7 Diagnostic Q-4	Maintain a consistent point of view with pronouns.
26	W6.8 Recall Q-204	Maintain agreement when using pronouns with singular and plural antecedents.
27	W6.8 Diagnostic Q-3	Maintain agreement when using pronouns with singular and plural antecedents.
28	W6.9 Recall Q-89	Avoid using misplaced modifiers.
29	W6.9 Diagnostic Q-4	Avoid using dangling modifiers.
30	W6.10 Recall Q-81	Use the same grammatical form for all the elements in a series.
31	W6.10 Diagnostic Q-5	Express parallel or contrasting ideas presented as pairs using the same grammatical form.

32	W6.1 Recall Q-28	Use subordinating conjunctions in complex and compound-complex sentences.
33	W7.1 Recall Q-206	Use a comma before a coordinating conjunction that joins two independent clauses.
34	W7.1 Recall Q-227	Use commas to set off nonrestrictive clauses, phrases, and appositives.
35	W7.1 Diagnostic Q-3	Use commas between the items in a series as well as with city and state names.
36	W7.2 Recall Q-66	Use periods correctly in complete declarative sentences and indirect questions.
37	W7.2 Recall Q-64	Use a question mark at the end of a direct question.
38	W7.3 Recall Q-88	Use other punctuation correctly with quotation marks.
39	W7.3 Diagnostic Q-3	Use other punctuation correctly with quotation marks.
40	W7.4 Recall Q-20	Identify the correct use of semicolons.
41	W7.4 Diagnostic Q-4	Identify the correct use of dashes.
42	W7.5 Recall Q-215	Avoid using apostrophes with possessive pronouns.
43	W7.5 Recall Q-67	Identify the correct use of apostrophes with contractions.
44	W7.7 Recall Q-219	Identify the correct use of capitalization with geographic regions.
45	W7.7 Diagnostic Q-5	Identify the correct use of capitalization with the titles of literary works and songs.
46	W7.8 Recall Q-90	Identify the correct spelling of commonly misspelled words.
47	W7.8 Diagnostic Q-3	Identify the correct spelling of commonly misspelled words.
48	W8.1 Recall Q-1	Differentiate between Standard and Nonstandard English for formal and informal writing.
49	W8.1 Recall Q-215	Identify the rhetorical function and purpose of style and tone.
50	W8.2 Recall Q-73	Identify the correct use of confusing word pairs.
51	W8.2 Recall Q-80	Identify the correct use of homophones.
52	W8.3 Recall Q-206	Combine sentences and use subordination for rhetorical effectiveness.
53	W8.3 Recall Q-83	Vary sentences by adding introductory words or phrases, reordering words, or changing purpose.
54	W8.4 Recall Q-235	Avoid redundancy.
55	W8.4 Recall Q-239	Avoid redundancy.

Appendix C Grade Distribution

ESL-100 Grade Distribution

	Total	A	B	C	D	F	W, I, Other	Success	Completer Success
2016 Summary	56	3.57% <i>(n=2)</i>	19.64% <i>(n=11)</i>	17.86% <i>(n=10)</i>	7.14% <i>(n=4)</i>	42.86% <i>(n=24)</i>	8.93% <i>(n=5)</i>	41.07% <i>(n=23)</i>	45.10%

		Full-time Faculty:Adjunct Faculty Breakout							Success	Completer Success
		Total	A	B	C	D	F	W, I, Other		
15/SU	Faculty	10	0.00% <i>(n=0)</i>	10.00% <i>(n=1)</i>	10.00% <i>(n=1)</i>	20.00% <i>(n=2)</i>	60.00% <i>(n=6)</i>	0.00% <i>(n=0)</i>	20.00% <i>(n=2)</i>	20.00%
15/FA	Adjunct	20	0.00% <i>(n=0)</i>	20.00% <i>(n=4)</i>	30.00% <i>(n=6)</i>	0.00% <i>(n=0)</i>	45.00% <i>(n=9)</i>	5.00% <i>(n=1)</i>	50.00% <i>(n=10)</i>	52.63%
16/SP	Adjunct	26	7.69% <i>(n=2)</i>	23.08% <i>(n=6)</i>	11.54% <i>(n=3)</i>	7.69% <i>(n=2)</i>	34.62% <i>(n=9)</i>	15.38% <i>(n=4)</i>	42.31% <i>(n=11)</i>	50.00%

*Completer success excludes W,I, Other

Appendix D Writing Outcomes Summary

ESL-100 Pre/Post Writing Diagnostics

Outcome: Demonstrate awareness of process writing and develop academic writing ability

Academic Year 2016 (n=51)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
10	24					
Pass/Pass	Fail/Fail	Sum	44	14	40	13
4	13		86.3%	31.8%	78.4%	32.5%
Pass/Fail	Fail/Pass					
<hr/>						
<i>Summary for 15/SU (n=10)</i>						
Post-test/Course			Post Count	Post Pass	Both Count	Improved
2	8					
Pass/Pass	Fail/Fail	Sum	8	2	8	3
0	0		80.0%	25.0%	80.0%	37.5%
Pass/Fail	Fail/Pass					
<hr style="border-top: 1px dashed black;"/>						
<i>Summary for 15/EA (n=19)</i>						
Post-test/Course			Post Count	Post Pass	Both Count	Improved
4	9					
Pass/Pass	Fail/Fail	Sum	16	4	13	4
0	6		84.2%	25.0%	68.4%	30.8%
Pass/Fail	Fail/Pass					
<hr style="border-top: 1px dashed black;"/>						
<i>Summary for 16/SP (n=22)</i>						
Post-test/Course			Post Count	Post Pass	Both Count	Improved
4	7					
Pass/Pass	Fail/Fail	Sum	20	8	19	6
4	7		90.9%	40.0%	86.4%	31.6%
Pass/Fail	Fail/Pass					

Appendix D Sentence Skills Outcomes Summary

ESL-100 Pre/Post Mechanics & Grammar Diagnostic

Outcome: Improve and advance sentence level skills

Academic Year 2016 (n=51)

Post-test/Course			Post Count	Post Pass	Both Count	Improved
18	13					
Pass/Pass	Fail/Fail	Sum	43	33	41	27
15	5		84.3%	76.7%	80.4%	65.9%
Pass/Fail	Fail/Pass	<hr/>				
Post-test/Course			Post Count	Post Pass	Both Count	Improved
1	3					
Pass/Pass	Fail/Fail	Sum	7	6	7	5
5	1		70.0%	85.7%	70.0%	71.4%
Pass/Fail	Fail/Pass	<hr style="border-top: 1px dashed black;"/>				
Post-test/Course			Post Count	Post Pass	Both Count	Improved
6	5					
Pass/Pass	Fail/Fail	Sum	19	10	17	9
4	4		100.0%	52.6%	89.5%	52.9%
Pass/Fail	Fail/Pass	<hr style="border-top: 1px dashed black;"/>				
Post-test/Course			Post Count	Post Pass	Both Count	Improved
11	5					
Pass/Pass	Fail/Fail	Sum	17	17	17	13
6	0		77.3%	100.0%	77.3%	76.5%
Pass/Fail	Fail/Pass	<hr style="border-top: 1px dashed black;"/>				

Appendix E Writing Assignments Rubric

Category Description	Full Credit	Half Credit	No Credit
<p>20% Critical Thinking – 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</p>	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.
<p>20% Development and Support - The extent to which the writer develops and supports ideas. Specific elements to consider include • Point of view • Coherent arguments • Evidence • Elaboration</p>	Your response is logically developed and well supported.	Your response has limited support for your ideas.	Your response needs additional ideas and support.
<p>20% Mechanical Conventions - The extent to which the writer expresses ideas using standard English. Specific elements to consider include • Spelling • Grammar • Punctuation</p>	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.
<p>10% Organization and Structure - The extent to which the writer orders and connects ideas. Specific elements to consider include • Introduction • Thesis • 3 Body paragraphs • Transitions • Conclusions</p>	Your response demonstrates strong organization of ideas.	Your response demonstrates limited organization of ideas.	Your response demonstrates poor organization of ideas.
<p>10% Purpose and Focus – 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</p>	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.
<p>20% Sentence Variety and Style - 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</p>	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.