



## SLO Assessment Cycle for ESL 274

Grammar and Proofreading for Academic Writing SLO Modified: [04/21/2010]

### Craig Norman's Team Members:

1. [Maryanne Ifft](#) (x5385) ESL
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#### Additional Team members not on list/notes about team:

MaryAnne Ifft, Kathy Flores, Linda Choi-Yee, Marcy Betlach, Michelle Marchiano, Janell Pekkain,

#### Additional Notes:

### Outcomes:

#### Outcome 1: Statement Modified: []

Critically read, discuss, and analyze various genres and analytically respond in writing.

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [08/29/2011]

##### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Craig NormanMichele Dubarry

Assessment Tools: Exams • Performances/Demonstrations • Papers/Essays

#### Outcome 1: Reflect & Enhance Modified: [08/29/2011]

**Number of people involved in Phase III: 2**

##### Changes:

##### Methods:

The final essay showed that students were able to meet this learning outcome to more than adequate proficiency. The assessment tool is an open-book, open-note personal reflective in-class essay, in which students are asked to evaluate their learning and progress throughout the quarter. During the last class session, we did a review of the skills covered in the quarter and students did a series of reflective freewritings, which provided ideas for their final essay.

##### Summary:

Students were able to utilize the content and skill knowledge from the readings and discussion to respond analytically in writing even though the final assessment was a personal reflection. Students were able to respond to all parts of the writing prompt and provide adequate supporting detail and analysis.

##### Enhancement (Part I):

The reading and writing assignments will remain the same as they provide context for the grammar points covered and build on students' already-established content and cultural knowledge, thus providing ideas for extensive discussion, analysis, and critical response.

##### Enhancement (Part II):

There are no planned actions in regards to the reading or writing assignments.

#### Outcome 2: Statement Modified: []

Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes.

#### Outcome 2: Assessment Planning Modified: [08/29/2011]

##### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Craig NormanMichele Dubarry

Assessment Tools: Exams • Performances/Demonstrations • Papers/Essays

#### Outcome 2: Reflect & Enhance Modified: [08/29/2011]

**Number of people involved in Phase III: 2**

**Changes:****Methods:**

The final essay showed that students were able to meet this learning outcome to adequate proficiency. In the final assessment, students were required to use a number of learned structures and their writing demonstrated that they had sufficient skill to do so.

**Summary:**

Students were able to meet the challenges of this SLO adequately. They were able to analyze and use selected structures and grammar points relatively well. However, correct usage remains a problem as language learners need time to understand how a language works not only at its most basic level, but also at a more sophisticated level for academic discourse, which includes collocations, the semantic restrictions of vocabulary usage, complement forms and so on.

The students require work with verbs—identification of finite verbs, types of verbs, verb forms, and tense shifting—word forms, count/non-count noun forms, verb, noun, and adjective complements, and embedded clauses. Students performed well in applying academic vocabulary to their writing and using complex sentence structures. They learned basic, important concepts and cleared up long-term misconceptions; The students met the “expectations of ...proficiency.”

**Enhancement (Part I):**

To address the needs of correct usage, the instructor should assign more academic vocabulary homework, stress complement and other fixed forms, like adjective and verb + preposition combinations and collocations, and address semantic and usage restrictions as they arise. The content of the course, the assignments, and course evaluation procedures will remain the same.

**Enhancement (Part II):**

There are no planned actions in regards to grammar and usage.

**Outcome 3: Statement** Modified: []

Evaluate own writing to edit and proofread effectively.

**Outcome 3: Assessment Planning** Modified: [08/29/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Craig NormanMichele Dubarry

Assessment Tools: Exams • Performances/Demonstrations • Papers/Essays

**Outcome 3: Reflect & Enhance** Modified: [08/29/2011]**Number of people involved in Phase III: 2****Changes:****Methods:**

This was the most difficult, yet most important area of learning of the course—learning to proofread effectively, a very difficult task for language learners to accomplish. During the quarter, in-class essay assignments required that students write one day and proofread on another day to allow for time between writing and correction. However, the final assessment required students to write and proofread during the same 2-hour period as this would mimic what is required in most college courses.

**Summary:**

Although this is the most difficult learning outcome, many students were able to meet this learning outcome to an adequate level; however, they still need to improve the proofreading of their own writing, which takes practice and time. While the students' self-correction was not perfect, they were able to find the majority of their errors, except for those whose language is fossilized due to aural/oral learning styles and an extended length of time in the U.S. (Generation 1.5 students).

**Enhancement (Part I):**

The content of the course, the assignments, and course evaluation procedures will remain the same. However, the instructor should do more short proofreading activities each time a new grammar point is studied and, perhaps, reevaluate the sequencing of points covered.

**Enhancement (Part II):**

Two proposed actions arose. First, there needs to be special focus on the needs of Generation 1.5 students, some sort of component to developmental EWRT classes and/or a specific module offered in the Skills area or within the purview of tutoring in the Student Success Center

Also what's needed is another course to follow 274, a class that builds on the work already done. With 274 as a prerequisite, a new course would cover the impact of style and offer more academic vocabulary and complex sentence structures, such as reduced adjective clauses, verbal phrases, noun phrase appositives and so on. Many students at this level believe that if their writing is error free, they are at college-level expression, but this is not the case. Much of their writing remains at the elementary level even if they incorporate subordination or adjective clauses sporadically.

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[ Number of Outcomes for ESL 274: 3 ]