



SLO Assessment Cycle for EWRT 1B

Reading, Writing and Research SLO Modified: [12/16/2010]

Randy Splitter's Team Members:

1. [Wallis Leslie](#) (x3047) EWRT
2. [Anthony Delaney](#) (x5798) EWRT
3. [Julie Pesano](#) (x) EWRT

Additional Team members not on list/notes about team:

Andy Varbel, MaryAlice Bonilla?

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [11/24/2010]

Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [02/03/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Wallis Leslie

Assessment Tools: Papers/Essays

Sections being assessed: 03, 04

Outcome 1: Reflect & Enhance Modified: [02/03/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Essay Assignment: Find a family issue that emerges from the assigned class readings in the "Family" section of Literature and Ourselves as well as from class discussion. Do substantive, MLA documented research to explore this issue further. Develop a thesis about this issue in a 4-6 page, typed, double-spaced essay that includes quotes and/or paraphrases from at least three different assigned readings in the Family section of LAO in addition to the quotes and paraphrases from your researched material. The title page will have the thesis copied onto it from wherever else it appears in the body of the paper. The Works Cited page will use the MLA documentation format.

Rubric Used to Evaluate Assessment Tool:

A

- Thesis identifies a family issue and states a fresh and provocative controlling idea about it.
- Research examines numerous authoritative sites such as scholarly journals, scientific studies, books by experts in their fields and reputable publications such as The New York Times.
- Research is documented using MLA format correctly.
- Support for the thesis is thorough and generated by synthesizing material from the course readings, researched sources, and student's own reasoning.
- Writing observes Standard Edited English.

B

- Thesis identifies family issue and states a thoughtful controlling idea about it.
- Research examines some authoritative sources.
- Research is documented using MLA format with few errors.
- Support for the thesis is derived from course readings, researched sources, and student's own experience.
- Writing observes Standard Edited English with few grammatical errors.

C

- Thesis identifies a family issue and states an obvious and/or predictable controlling idea.

- Research examines a few easily accessible search engine sites.
- Links between quoted and paraphrased material to Works Cited references are sometimes unclear due to errors in MLA format use.
- Support for the thesis needs further explicit demonstration.
- Writing has several problems with Standard Edited English.

D

- Thesis identifies a family issue but states a controlling idea that needs clarification.
- Research is slight, perhaps citing only one or two Wikipedia, online dictionary, or non-authoritative blog sites.
- MLA format for citation and documentation is misused extensively.
- Support for the thesis is missing, incomplete, or irrelevant.
- Writing does not use Standard Edited English.

F

- Thesis fails to identify a family issue and/or to state a meaningful controlling idea.
- Research is missing.
- MLA format is not present.
- Thesis is not supported adequately.
- Departure from Standard Edited English makes the ideas incomprehensible.

Summary:

Number of A Grades: 6/49

Number of B Grades: 26/49

Number of C Grades: 15/49

Number of D Grades: 2/49

Number of F Grades: 0

All students identified a family issue worth investigation and thought. All but one generated a workable thesis and supported it with examples from the literary works as well as information from the researched sources. Incorporating quotes and paraphrases from the researched sources presented more difficulty both in signaling the source effectively and in pointing to the corresponding Works Cited entry.

The best papers synthesized information from many sources while the weaker ones relied too heavily on one source or did not make clear how the researched material illuminated their points.

Encouragingly, even students having moderate to severe problems with Standard Edited English expressed engagement with the topic and insightful applications of the assigned readings to their chosen family issue.

Enhancement (Part I):

In future essays, I expect to see improvement of correct documentation using the MLA format, investigation of more scholarly and scientific sources, and increased ability to state explicitly and thoroughly the ways the research contributes to the understanding of the issue.

Enhancement (Part II):**Outcome 2: Statement** Modified: [11/24/2010]

Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue

Outcome 2: Assessment Planning Modified: [12/16/2010]**Assessment Strategy Used:**

Quarter: Fall 2010

Assessors: Randy Splitter

Assessment Tools: Papers/Essays

Sections being assessed: 12, 19Y

Outcome 2: Reflect & Enhance Modified: [12/26/2010]

Number of people involved in Phase III: 1 so far

Changes:

Methods:

A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing.

Summary:

The average grade on each paper (of the students who completed the assignment) was generally B, and the final course grade for all students who completed the course (which included a contribution/effort component) was also B. Although the average did not significantly change, many students did improve over the course.

Most papers were thoughtful, well-focused, well-organized, and well-developed (relatively detailed evidence and examples), though some were unclear and under-developed. Research papers generally did a good job of using outside sources to test and support a clear thesis.

Demonstration of grammar and word usage skills varied widely, despite the fact that grammar review (technically beyond the scope of EWRT 1B) played a part in the course: in class, on the class website, on papers, and so on. Some students showed good grammar skills; some were able to edit their papers and improve; but most either didn't try or simply weren't able. Some international students wrote insightful, well-developed papers but didn't show much progress in grammar and word usage despite their best efforts.

More advanced writing strategies such as examining a key example in special depth and detail and showing the evolution of one's thesis (based on ideas in WRITING ANALYTICALLY by Rosenwasser and Stephen) had limited success. Only a few students were able to carry them out. Some students initially had trouble grasping what an example is; they couldn't distinguish between an example and an idea or a statement. But after practice and instruction, most were able to grasp the concept and most were able to support their ideas with some evidence and examples, if not in special depth and detail.

All in all, the assignments were successful, and students demonstrated their analytical, organizational, verbal, and research skills in essays based on a common theme or issue. Most students liked the topics and felt that they had something to say.

Enhancement (Part I):

Grammar and word usage were a challenge, especially since students were at very different levels and many were far below "grade level." Teachers could pursue alternative teaching/learning strategies or devote less time and space to these issues on the theory that basic language learning is a gradual process and professional guidance won't speed up or change the process very much.

Most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course, at a possible cost in coherence and depth.

Enhancement (Part II):**Outcome 3: Statement** Modified: [11/24/2010]

Comparatively evaluate multiple points of view and integrate them in analytical research paper

Outcome 3: Assessment Planning Modified: [12/16/2010]**Assessment Strategy Used:**

Quarter: Fall 2010

Assessors: Randy Splitter

Assessment Tools: Papers/Essays

Sections being assessed: 12, 19Y

Outcome 3: Reflect & Enhance Modified: [12/17/2010]

Number of people involved in Phase III: 1 so far

Changes:

Methods:

Traditional documented research paper approx. 1500 words in length,

based on other assignments done earlier in quarter. The general theme for the quarter was gender, and students had many choices of gender-related topics (including topics related to the representation of gender in literature and popular culture, though few students chose literary topics).

Summary:

The average grade for all students who did the paper was a solid B+, with the grades ranging from C to A+. (The average of final course grades for all students who completed the course was B.) This was partly due to the fact that this paper was a direct revision and expansion of another paper; it was also connected to previous assignments as well as a group oral presentation.

In general, the papers were very thoughtful and well-focused (clear, specific thesis). Most did a good job of using substantive outside sources to test and support a thesis, though sometimes research was skimpy and/or documentation was imprecise. Most students were able to compare and evaluate sources (strength of evidence, connection between evidence and claims), partly because an earlier paper asked them to do exactly that (with two sources). Most students put a lot of effort into this paper, but some put in very little. Most students liked the topics and felt that they had something to say.

All in all, the assignment was successful, and students demonstrated their ability to comparatively evaluate multiple points of view and integrate them in an analytical research paper.

Enhancement (Part I):

The assignment itself and the sequence of related assignments were successful, but the sequence was a little redundant. As a result, the students did well, but at the cost of some excitement.

Similarly, most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline).

It might be wise to introduce more variety into the course and into the assignment sequence, at a possible cost in coherence and depth.

Enhancement (Part II):

[Number of Outcomes for EWRT 1B: 3]