

**Leeward Community College
English 100 Assessment Report
Spring 2005 through Fall 2007**

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COURSE INFORMATION

Course Alpha and Number
ENG 100

Course Title
Composition I

Prerequisites

Appropriate writing placement test score or ENG 22 with a grade of C or higher; and completion of ENG 21 with a grade of C or higher, or appropriate reading placement test score; or approval from the Language Arts Division.

Catalog Description

Provides practice in producing substantial compositions at the college transfer level for courses across the curriculum. Engaging in research activities, students evaluate and integrate sources into their compositions. Following a recursive writing process, they analyze the rhetorical, conceptual, and stylistic demands of writing for various purposes and audiences. Students apply the principles of expository writing and produce compositions that have clear ideas, adequate support, logical organization, and correct sentence structure. Students become proficient language users, independent learners, and thoughtful members of an academic community.

Student Learning Outcomes (SLOs)

Upon successful completion of English 100, students should be able to complete the following as independent learners:

1. Write in a style appropriate to a particular audience and purpose.
2. Use a multi-step writing process and make effective use of written and oral feedback.
3. Write well-developed compositions with clear thesis statements.
4. Find errors in their own writing and correct them.
5. Know how to find information from books, periodicals, or from other resources.
6. Use and combine sources without plagiarizing.

7. Give credit to others when using their words and ideas in writing.
8. Write an acceptable in-class composition on an assigned topic.
9. Complete at least 5,000 words of finished prose—equivalent to approximately 20 typewritten pages.
10. Demonstrate an ability to locate and use newspapers, magazines, books and reference materials in a library.

ENG 100 Assessment Report Spring 2005

In Spring 2005, the Writing Discipline assessed English 100 for a first time. The assessment tool was a research paper (see instructions in Exhibit 1).

Twelve instructors of ENG 100 participated from 26 sections for a total of 110 papers. Each student paper either passed or failed based on two SLOs:

- SLO #6 Use and combine sources without plagiarizing
- SLO #7 Give credit to others when using their words and ideas in writing.

An essay also failed if the student did not follow the instructions, which included (1) use the MLA method of citing sources and (2) turn in photocopies of sources used so that we could check quotations, summary and paraphrase. *Note: A number of papers failed because no sources were included, no Works Cited list was given, or the paper used only direct quotations with no summary or paraphrased passages.*

Of the 110 essays, 31 required a third reader. The results are as follows: 28 received a YES or "passing" grade and 82 received a NO or a "failing" grade, thus, 75% failed and 25% passed.

The Writing Discipline concluded that only 25% of the students in English 100 courses successfully demonstrated these two SLOs.

Exhibit 1:

ENG 100 Assessment Instructions Spring 2005

Information included in syllabi for Spring 2005:

"This semester you will be doing a research project, which will include writing an essay with sources. Your essay may be evaluated as part of our college evaluation of the English 100 course. The type of essay, the number of sources and the length must follow specific guidelines. If your essay is chosen for evaluation, your name will be removed. Your own instructor will assign or approve your essay topic and will grade your essay.

For this project, keep a copy of your drafts. If you work on a computer, stop and print out your drafts in progress. Also, make copies of each source you use and turn in these sources with the final essay. These sources must be marked with "quote," "summary" and "paraphrase." You will write these phrases in the margins of the copies, so readers can see how you used your sources.

Your researched essay will include in-text citations and a Works Cited page. The final essay must be typed and the word count should be given at the end. The word count must be 800-1200 words.

You will submit your essay in a manila folder. In this folder, include your typed essay with the Works Cited page, your drafts and copies of all sources listed in the Works Cited page.

This writing project will be done within the last eight weeks of the semester. The purpose of this project is to help LCC writing faculty members determine if the English 100 course is successful in teaching students how to write using sources."

ENG 100 Assessment Report Fall 2006 to Present

In Fall 2006, the Writing Discipline assessed ENG 100 for a second time. The assessment tool was a common in-class essay given in each ENG 100 class at the end of the semester (see essay guidelines in Exhibit 2).

The ENG 100 assessment project had a 95 percent participation rate, with eighteen ENG 100 instructors participating. Two hundred and one (201) in-class essays were assessed from 41 sections of ENG 100. Each student essay either passed or failed based on five of the SLOs:

- SLO #3 Write well-developed compositions with clear thesis statements.
- SLO #4 Find errors in your writing and correct them.
- SLO #6 Use and combine sources without plagiarizing
- SLO #7 Give credit to others when you use their words and ideas in your writing.
- SLO #8 Write an acceptable in-class composition on an assigned topic.

Each essay was read by two Writing Discipline faculty and assigned an overall score of "pass" or "fail" using a rubric that listed the SLOs (see rubric in Exhibit 3). To get that score, the reader had to determine whether the above SLOs were met by answering "yes" or "no" to the above SLO statements. A "fail" was assigned if the essay received two or more "no's." If the two faculty members disagreed on whether the essay was a "pass" or a "fail," a third reader was assigned to read the essay. Of the 201 essays, 54.73% (110) passed and 45.27% (91) failed. Of those, 25.37% (51) required a third reader.

The writing discipline concluded that 54.73% of the students in ENG 100 courses successfully reached these five learning outcomes.

A core group of ENG 100 instructors has since formed the ENG 100 Assessment Subcommittee to determine how to raise the number of students who successfully reach the SLOs. As part of the committee's work, between five and ten ENG 100 instructors continue to give the assessment assignment at the end each semester and meet to evaluate and discuss the results.

Exhibit 2:

In-Class Writing Guidelines

Assignment

Based on your reading of “Working at McDonald’s,” write an essay in which you evaluate Etzioni’s argument. Your essay must be written on one side of the page and must be 600–800 words in length.

Basic Essay Features

An effective essay will do the following:

1. **Present the subject:** Provide an introduction that presents your main ideas and that summarizes Etzioni’s article.
2. **Make a claim:** Include a thesis statement towards the beginning of the essay that asserts whether or not Etzioni’s argument is valid and/or acceptable.
3. **Support your claim:** Provide evidence from the article itself. You are required to include at least two direct quotes and two paraphrases, all of which must be used in manner that demonstrates their relevance to your argument.
4. **Establish credibility:** Use proper MLA format for in-text citations. Include one properly formatted works cited entry at the end of your essay
5. **Maintain attention to detail:** Express your ideas in a manner that demonstrates their relationship to one another. Sentences should be properly constructed and punctuated.

Grading Criteria

Your essay will be graded according to how well it demonstrates the following:

- ✓ Readability: Essay contains a clear thesis; writing remains focused around main idea(s); well-developed paragraphs contain clear logic and specific examples; writer uses appropriate and consistent tone throughout the essay.
- ✓ Organization: Essay contains an obvious introduction, body, and conclusion; writer clearly and effectively transitions between sentences and paragraphs; ideas are arranged in a logical order.
- ✓ Structure: Sentences are properly constructed and punctuated.

- ✓ MLA Format: Summary, paraphrases and quotes are properly formatted according to MLA guidelines; inclusion of one properly formatted works cited entry.

Exhibit 3:

ENG 100 In-Class Writing Exam

Paper # _____

Overall, this paper is a :
PASS FAIL

(note: for the paper to fail, "no" must be circled for two or more of the SLOs below)

We are assessing the following SLOs for ENG 100:

SLO #3 Write well-developed compositions with clear thesis statements.

A successful essay will contain some or all:	An unsuccessful essay will contain some or all:
A discernible intro, body, conclusion	Illogical or choppy organization
Strong focus with stated thesis	Little or no focus with weak or no thesis
Paragraphs unified around one topic	Paragraphs containing multiple topics
Paragraphs with topic sentences that refer back to the thesis	Paragraphs with weak topic sentences or lacking topic sentences
Well-developed paragraphs containing specific examples	Weak or undeveloped paragraphs

Is this SLO met? Yes No

SLO #4 Find errors in your writing and correct them.

A successful essay will contain some or all:	An unsuccessful essay will contain some or all:
Complete sentences	Fragments
Clear, correct sentences	Various grammatical problems
Proper use of verbs	Problems with verb agreement and tense
Appropriate use of punctuation	Misuse of punctuation
Correct spelling	A number of misspelled words

Is this SLO met? Yes No

SLO #6 Use and combine sources without plagiarizing (since this is writing about a single source, students will not be expected to combine sources).

A successful essay will	An unsuccessful essay will
Make specific references to the source to support statements	Make no specific references to the source

Is this SLO met? Yes No

SLO #7 Give credit to others when you use their words and ideas in your writing.

A successful essay will contain some or all:	An unsuccessful essay will contain some or all:
Use quotation marks when using two or more exact words in a row from the sources	Exact words are used from the source with no quotation marks
Give correct in-text citations when quoting, summarizing, or paraphrasing	The essay has no in-text citations
Write a correct Works Cited entry at the end of the essay	There is no Works Cited entry or the entry contains several errors

Is this SLO met? Yes No

SLO #8 Write an acceptable in-class composition on an assigned topic.

A successful essay will contain some or all:	An unsuccessful essay will contain some or all:
Adequate adherence to assigned topic	Essay does not follow the assignment
Written in class (DE students written online) within the time	Essay is not completed within the time limit.

limit	
Length is 600 words or more (use your best guess)	Length is less than 500 words.

Is this SLO met?

Yes

No