***Executive Summary***

**Overview of Courses:**

* ENGL 105S, Introduction to College Writing with Supplemental Instruction (4 credits)
* ENGL 105, Introduction to College Writing (3 credits)
* ENGL 105ES, Introduction to College Writing for English as Second Language Learners (3 credits)

**Course Enrollment and Passing Rate Numbers:**

|  |  |  |
| --- | --- | --- |
|  |  | **Passing Rates** |
|  | **Courses** | **Enrollment** | ***Original Roster*** | ***Active Roster*** | ***Regular Attendees*** |
| ***August*** | ***December*** |
| *Writing Specialists’ Four Sections:* |  |  |  |
|  | ENGL 105S.1/LC1/LC2/LC3 | 60 | 53 | 38.3% | 43.40% | 53.5% |
| *ENGL 105 Sections* |  |  |  |
|  | ENGL 105.3/5/6/8 | 61 | 56 | 72% | 78.6% | — |

**Overview of Key Findings:**

* ENGL 105S students who attended class regularly had an **almost 10% higher** **chance of passing the class**.
* ENGL 105S students **demonstrated a consistent grasp of writing skills in their formal writing assignment scores** over the semester.
* Lower Accuplacer reading scores **correlate to a nearly 85% lower success rate** for students in ENGL 105S.

**Overview of Recommendations:**

* **Placement and Outcomes**
* **Reading placement scores** should be monitored and assessed in relation to ENGL 105S grade outcomes.
* **Course Design and Content**
* The ENGL 105S and ENGL 105 **syllabus scaffold** will undergo some revision.
* **New resources** will be implemented to assist with instruction in ENGL 105S, ENGL 105ES, and ENGL 105.
* **Program Design**
* Specialists would like to explore more ways to support **co-registered pre-foundational students** with low reading scores.
* The new **ESL curriculum** will be structured to align more closely with ENGL 105S curriculum.



**College of Arts and Sciences**

**Writing Specialist Report**

**Spring 2012**

**Katy D’Angelo & Jennifer Rivers**

**10 January 2013**

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#

# Introduction

## Courses and Sections

This report includes data as well as narrative reports from four Fall 2012 sections of ENGL 105S (Introduction to College Writing with Supplemental Instruction) in the College of Arts and Sciences (CAS): Sections 1, LC1, LC2, and LC3. The combined enrollment total for these sections began at 60 at the end of the Add/Drop period and ended at 53 students in December. (More detailed enrollment details can be found beginning on page 5.) These sections were taught by the full-time Writing Specialists.

The report also contains data collected from the rosters and end-semester grades from the other pre-foundational writing courses in CAS (4 sections of ENGL 105 [Introduction to College Writing]) and 1 section of ENGL 105ES [Introduction College Writing for English as Second Language Speakers]).

For the third semester in CAS, the syllabus for these courses was largely standardized. Professors across all sections were instructed to use the same syllabus front matter, grading scale, grade percentage breakdown, formal assignment policy, and attendance policy. For the 7 formal assignments for the semester, professors were provided flexibility in terms of which modes (or paragraph patterns) they could attach to each assignment and were given total control over the assignments’ specific topics, audiences, purposes, and genres. (See Appendix for the full syllabus which includes the scaffold, rubrics, and general assignments for ENGL 105S.)

###

### Course Descriptions

On the syllabi for all ENGL 105 and ENGL 105S sections, the course description reads as follows:

This course is designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. Students will have the opportunity to develop and/or improve the ability to analyze and critique texts in order to write about them.

###

### Course Goals

The course goals on all syllabi read as follows:

* To develop skills in academic writing.
* To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, and stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

###

### Course Objectives

The course objectives on all syllabi read as follows:

Upon successful completion of this course, students will be able to:

* incorporate a variety of tactics for generating ideas about a topic;
* use systematic patterns of topic development and organization;
* meet the usage standards and sophistication level of the audience being addressed;
* integrate techniques for making writing more cohesive and coherent;
* develop strategies for revision that will carry into other classes and contexts;
* use the academic conventions of incorporating and citing the words and ideas of others;
* develop the habit of thinking critically both about ideas and about sources of information; and
* edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

### Course Methods

Instructors’ in-class methods included lecture, discussion, question-and-answer, group work, peer-to-peer critique, individual instruction, and conferences. Students’ out-of-class activities included reading, pre-writing, drafting, writing, revising, editing, and proofreading, as well as extensive grammar work, including diagnostic testing, practice exercises and editing worksheets.

## Report Goals and Objectives

This report has three goals:

* Examine pre-foundational writing students’ success in ENGL 105S and ENGL 105 in the Fall 2012 semester;
* Investigate pre-foundational writing students’ success longitudinally across the Fall 2012 semester; and
* Assess the relationship between placement scores and outcomes.

To accomplish these goals, the report focuses on these objectives:

* Compare roster sizes, final grades, and pass rates across all ENGL 105S and ENGL 105 sections;
* Investigate the impact of (non)attendance on final grades in ENGL 105S.1/LC1/ LC2/LC3;
* Analyze Accuplacer reading scores in terms of end-semester grades for ENGL 105S;
* Examine students’ growth in formal assignment scores across similar assignments and the semester as a whole;
* Explore Grammar scores for students’ Diagnostic Pre- and Post-Test growth, as well as any correlation to course grades; and
* Trace students’ grades from Spring 2012 in ENGL 105S and ENGL 105 to Fall 2012 in ENGL 107.

# Presentation and Analysis of Data

**Enrollment Sample**

ENGL 105S and ENGL 105 Sections

For all sections of ENGL 105S and ENGL 105, the course enrollment numbers on the Original Rosters at the end of the Add/Drop period and the Active Rosters at the end of the withdrawal period were the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course &** **Section** | **Original Roster** | **Active Roster** | **Course &** **Section** | **Original Roster** | **Active Roster** |
| 105S | 1 | 15 | 15 | 105 | 3 | 16 | 14 |
| LC1 | 12 | 11 | 5 | 17 | 17 |
| LC2 | 17 | 16 | 6 | 16 | 16 |
| LC3 | 16 | 11 | 8 | 12 | 9 |
| *All 105S* | *60* | *53* | *All 105*  | *61* | *56* |
| *105S Average* | *15* | *13.25* | *105 Average* | *15.25* | *14* |
| *ENGL 105S and ENGL 105 Combined Total* | *121* | *109* |
| *ENGL 105S and ENGL 105 Combined Average* | *20.2* | *18.2* |

Table 1: All ENGL 105S and ENGL 105 Enrollment Numbers

On average, enrollment in ENGL 105S and ENGL 105 courses is meeting the cap limit. While a few courses were overenrolled, attrition rates helped to eventually bring the average class size down. Those attrition rates may have been lower if these classes were actually capped at their stated limit from the beginning of the semester.

### ENGL 105S.1/LC1/LC2/LC3

The enrollment overview of the sample of ENGL 105S sections was as follows. All students enrolled at the end of the Add/Drop period are included in the “Original Roster” numbers. Students who continued to be actively enrolled as the semester progressed (i.e., those who did not withdraw) are included in the “Active Roster” numbers. All students who completed the course (i.e., submitted all of the formal assignments for the class) are included as “Regular Attendees.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section**  | **1st Day of Class** | **Original** **Roster** | **Active** **Roster** | **Regular Attendees** |
| 1  | 17 | 15 | 15 | 14 |
| LC 1 | 17 | 12 | 11 | 9 |
| LC 2 | 19 | 17 | 16 | 15 |
| LC 3 | 17 | 16 | 11 | 5 |
| ***Combined*** | **70** | **60** | **53** | **43** |

Table 2: ENGL 105S.1/LC1/LC2/LC3 Enrollment Numbers

Based on these enrollment numbers, it seems that, on average, students in ENGL 105S are building self-efficacy because they are attempting to complete the entire course. In fact, only seven students formally withdrew from the course by the withdrawal deadline. However, the level of abandonment from pre-foundational composition students remains something to monitor as 10 students stopped attending and failed to submit all assignments.

Overall, 23 of the 60 students on the Original Roster passed the course at the end of the semester. The following table shows the pass rates for each of the four sample sections—as well as an overall average.

|  |  |  |
| --- | --- | --- |
|  |  | **End-Semester** |
| **Section** | **Original Roster** | **Active Roster** | **Regular Attendees** |
| 1 | 60.0% | 60.0 % | 64.3% |
| LC 1 | 33.3% | 36.4% | 44.4% |
| LC 2 | 35.3% | 37.5% | 40.0% |
| LC 3 | 25.0% | 36.4% | 80.0% |
| ***Overall*** | ***38.3%*** | ***43.4%*** | ***53.5%*** |

Table 3: ENGL 105S.1/LC1/LC2/LC3 Passing Rates

As this table clearly shows, students in each section who attended the course regularly until the last class meeting had the best chance of passing the course: 53.5% overall. Regular attendance, therefore, seems to correlate to greater success in this pre-foundational writing course. Attendance and student participation will be analyzed in greater depth beginning on page 8.

Within each section, the final grades for the original rosters broke down into the following percentages:

**ENGL 105S.LC2**

Students: 17

**ENGL 105S.1**

Students: 15

**ENGL 105S.LC1**

Students: 12

**ENGL 105S.LC3**

Students: 16

Figure 1: ENGL 105S.1/LC1/LC2/LC3 Original Roster Grade Distributions at End-Semester by Section

The percentages for this sample are likely an accurate reflection of how our students enter and exit ENGL 105S. A good percentage of our incoming first-year writers come to Trinity so underprepared that one semester of remediation simply cannot move their skills to where they need to be. The largest portion of students who passed, however, exited ENGL 105S in the C-range, having demonstrated proficiency in many areas but not a complete mastery of the concepts. The smallest percentage demonstrated the dedication and skills required to earn an A or B by the end of the course.

The following chart shows the combined grade distributions for the sample of Fall 2012 ENGL 105S sections.

Figure 2: ENGL105S.1/LC1/LC2/LC3 Original Roster Grade Distribution at End-Semester

The pass rate for this sample of Fall 2012 ENGL 105S sections is 38.3%, based on the original rosters. The only national study of developmental education that establishes a national figure for pass rates in remedial education focuses on community colleges. This study conducted by The National Center for Developmental Education (NCDE) and published in 2007 gathered data from developmental students at 29 institutions between Spring of 2004 and Winter of 2005[[1]](#footnote-1). The study found that 73% of writing students passed their classes with a grade of “C” or better. However, because this study focuses on community colleges and does not look specifically at urban populations, the comparative value to pass rates in ENGL 105S may be limited.

A more useful comparison may be to Trinity’s ENGL 105S pass rates in previous semesters. The Fall 2012 pass rate reflects a decline in the pass rates from the Fall 2011 sections of ENGL 105S, when the original roster pass rate was 60%:

**ENGL105S in Fall 2011**

Students: 101

 Figure 3: ENGL105S.1/LC1/LC2/LC3 Fall 2011Original Roster Grade Distribution at End Semester

This dramatic decline may be explained by three major factors: student attendance, classwork and participation, and reading comprehension scores.

First, this semester’s overall grade distribution may have resulted, in part, from the number of absences that students accrued over the course of the semester, as the following frequency graph shows:

Figure 4: ENGL 105S.1/LC1/LC2/LC3 Active Roster Grade Distribution at End-Semester Compared to Accrued Absences

Quite simply, students who attended class more regularly tended to earn higher grades. Furthermore, as the number of absences increase, the probability of failing also increases. The data suggests, then, that pre-foundational students need regular and sustained interaction with the instructor and their classmates in order to achieve greater success in their writing courses. Over half of the students enrolled this semester had a significant number of absences (between 4-5 and 6-or more, equivalent to two full weeks of class), which caused them to miss several in-class assignments and discussions and to fall behind in acquiring the content-knowledge of the course.

 Figure 5: Average Classwork Grades for Passing and Failing ENGL 105S Students

Second, students who passed the class earned, on average, two letter grades higher in their classwork grade than students who did not pass the class. A student’s classwork grade is therefore a good indicator of how well she will do in the course overall. Students who did well on their classwork grade also tended to demonstrate increased participation in the course through such behaviors as punctual attendance, mastery completion of all assignments, engagement in class workshops and discussions, and remediation of their academic behaviors outside of the classroom. Unlike the passing students, the failing students did not exhibit the behaviors they need to be successful in the course.

Last, a trend in reading placement scores seems to magnify the picture about pass rates. The number of students with low reading placement scores seems to be growing while the pass rate for students in these ranges is dropping rapidly. This picture becomes much clearer when Fall 2012 ENGL 105S students are compared to the Fall 2011 cohort.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Score** | **0-39** | **40-49** | **50-59** | **60 or above** |
| Fall 2011 | *# of Students* | 23 | 13 | 17 | 40 |
| Passing Rate | 43% | 61% | 47% | 70% |
| Fall 2012 | *# of Students* | 26 | 21 | 14 | 19 |
| Passing Rate | 15% | 14% | 57% | 53% |

 Table 4: Passing Rates for ENGL 105S Compared to Reading Comprehension Scores

This data seems to show that more students testing into ENGL 105S are entering with lower reading scores. For students who entered ENGL 105S with a reading score of 49 or below, they had, on average, an 85 % chance of failing the course. This underscores a growing deficiency in students’ ability to read and comprehend writing concepts, as well as to transfer those concepts into their own compositions. To be effective writers, students must be able to critically read model texts, as well as their own and their classmates’ writing. Based on the pass rates of students in this same reading score range in Fall 2011, it seems that fewer pre-foundational readers are able to remediate their writing skills if they don’t already come in with higher reading scores. The number of students testing into this low-reading-score range has increased while their pass rates have decreased. This trend also seems to be consistent with the grades that students are earning in this course.

Figure 6: Fall 2012 Reading Comprehension Scores Compared to End-Semester Grades for ENGL 105S Students

As pointed out above, there seems to be a significant decline in the passing rates among students who test into ENGL 105S with a reading comprehension score between the 30-39 range and the 40-49 range. This trend is not completely surprising considering that many of our developmental students initially come to Trinity very underprepared. Nevertheless, as the number of students testing into this reading comprehension range seems to be increasing while the pass rate is declining, we will need to continue to watch this reading comprehension issue in coming fall semesters since reading comprehension ties in so closely with success in a composition course. This data further suggests that pre-foundational students need sustained and focused attention to reading comprehension skills such as main ideas, summary, analysis, annotation, and critique.

While we seem to be placing students correctly into ENGL 105 versus ENGL 105S, we now have to contend with reading comprehension issues in our lowest-level developmental learners. As was observed during the course of the semester, students often did not read sample essays assigned for homework or examined during class discussions. Despite providing outline templates for assignments, Power Point guides on how to create and develop portions of paragraphs and essays, and sample student writing for review, many students struggled to critically read chapters assigned and to analyze essays on their own; this struggle was reflected in the work they submitted.

### ENGL 105.3/5/6/8

The grade distributions for the original rosters of a sample of Fall 2012 ENGL 105, ENGL 105S and both courses combined can be seen in the following charts:

Figure 7: ENGL 105S and ENGL 105 Overall Pass Rate

The differences here in the percentage of students earning As, Bs and Cs is clear. While sections have different personalities, which could account for some of this difference, fulltime faculty members seem to have held students to higher standards across the semester, resulting not only in fewer earned As but also a greater number of Fs.

The picture becomes clearer as individual ENGL 105 section grade distributions are examined:

Figure 8: Grade Distributions for Sample of ENGL 105 Sections

Even after taking section personalities into account, the variations here between individual professors’ sections are troubling. The data sets are certainly small, but, overall, it appears that the grading standards for these ENGL 105 sections were too diverse, and grades were likely a bit inflated.

**Formal Assignments**

The syllabus for the ENGL 105S sections (see Appendix) required students to complete 7 formal assignments, which were broken into groups of 3 that proceeded from the shortest/least complicated to the longest/most complicated. Furthermore, each assignment asked students to focus on a different pattern of organization. Each assignment was scored based upon a paragraph or essay rubric developed for the assignment in question, though both rubrics consisted of 5 categories (Concept/Purpose, Connections/Organization, Evidence/Content, Style, and Mechanics) scored on a scale of 1-5. (Those rubrics are available, along with their specific assignments, in the Appendix.)

The following chart tracks the average overall grades for ENGL 105S students across the semester:

Figure 9: ENGL 105S.1/LC1/LC2/LC3 Active Roster Overall Assignment Scores

These averages appear low, but this data includes all students on the roster, even those who abandoned the course, from the withdrawal date to the end of the semester. As is evidenced by the timed writings and progression of lengthier assignments, ENGL 105S students largely struggled to master the writing concepts taught to them the first time around yet seemed to slightly improve when they revisited concepts more than once. Again, the steady decline in scores from the beginning of the semester to its end is due to such factors as abandonment, increased length of assignments, and increased complexity of assignments.

**Figure 10: ENGL 105S.1/LC1/LC2/LC3 Regular Attendees Overall Assignment Scores**

A clearer picture of student growth can be seen in the regular attendees—those students that attempted all of the major assignments in the course. These averages show general improvement in grades from the first to the middle assignment and again from the middle to the second to last assignment. Two major trends are interesting to note here. Throughout the semester, regular attendees maintained a consistent standard of work, yet the grades on the final argument essay, on average, declined. This, however, was the only assignment in which students had to write a fully-developed argument essay. Given that students seemed to perform better when they had the opportunity to revisit concepts three or four times, it would be beneficial to require students to compose essays as often as they do paragraphs.

## Diagnostic Grammar Testing

Figure 11: ENGL 105S. 1/LC1/LC2/LC3 Regular Attendees Grammar Diagnostic Scores

Data for regular attendees only is included in Figure 11, because regular attendees were the only students who completed both diagnostic tests. The diagnostic pre- and post-tests were not perfect instruments since this was the first time that the Writing Specialists constructed the diagnostic. Questions were also raised about students’ focus during these assessments because they completed the tests outside of class. The Writing Specialists are moving toward a different instrument in which students would take the diagnostic tests in a computer lab class and would take a more comprehensive diagnostic test that would measure more content areas.

Figure 12: Comparison of Percent Changes in ENGL 105S.1/LC1/LC2/LC3 Regular Attendees Full Semester Grades and Grammar Diagnostic Scores

Although students had a smaller percent change in their grades on formal writing, they demonstrated an 8.9% change, on average, in their grammar knowledge. This continues to show that pre-foundational writing students struggle to transfer content knowledge gains into their actual compositions. However, this figure may be a more accurate reflection of students’ basic grammar content gains than seen in previous semesters, when using MyWritingLab software to measure student grammar growth. In Spring 2012 basic grammar growth was measured at 18%, even though gains in writing scores were only measured at 8.8%. Because students still struggle to transfer the grammar gains into their writing, the Writing Specialists are moving toward a more sustained set of grammar homework assignments throughout the week that will allow students to regularly practice their skills.

## Longitudinal Data

A total of 89 students were registered for ENGL 105S or ENGL 105 in Spring 2012. This section will track where these students went and how they fared in their ENGL courses during the subsequent semester, Fall 2012.

### Spring 2012 ENGL 105S

A total of 48 students were registered for ENGL 105S in Spring 2012. The 18 students who passed ENGL 105S in Spring 2012 and registered for ENLG 107 in Fall 2012 had a 73% chance of passing ENGL 107. Here is a chart demonstrating their final grades in ENGL 107 in Fall 2012:

Figure 13: Fall 2012 ENGL 107 Final Grades for Spring ENGL 105S Students

This graph shows that students were largely successful in their shift from ENGL 105S (the lowest level pre-foundational writing course) to ENGL 107. Almost 50 percent of these students who attempted ENGL 107 passed with a B or a C; just 18% failed the course.

### Spring 2012 ENGL 105

A total of 41 students were registered for ENGL 105 in Spring 2012. The 20 students who passed ENGL 105 in Spring 2012 and registered for ENGL 107 in Fall 2012 had a 62% chance of passing ENGL 107. The final grades for these students in ENGL 107 were distributed as follows:

Figure 14: Fall 2012 ENGL 107 Final Grades for Spring 2012 ENGL 105 Students

### This graph demonstrates a notable difference in the pass rate for students who advanced from ENGL 105 to ENGL 107—with students who passed ENGL 105 having a higher percent chance of earning a B in ENGL 107 the next semester. The lower passing grade percentages (Ds) are very similar here to ENGL 105S students, but the F percentage is higher (38% as opposed to 18%). Overall, then, the preparation that both ENGL 105 and ENGL 105S are providing for pre-foundational writing students seems to be giving them a fairly solid basis for their future writing courses.

### No (ENGL) Registration after Spring 2012

In Fall 2012, a total of 19 students did not register for ENGL 107 (the sequential English course after pre-foundational composition) after having taken ENGL 105S (7 students) or ENGL 105 (12 students) in Spring 2012. Within this group of students, 68% (13 students) did not register for any courses in Fall 2012 at Trinity.

In the other 32% (6 students), 5 students registered for other courses at Trinity in Fall 2012 but not an ENGL course. The remaining 1 student left Trinity to pursue training in culinary school. Even though these students were undoubtedly being asked to write in their other courses, this step out of the ENGL general curriculum is troubling.

# ENGL 105ES Data

## Course and Section

The section of the report contains data collected from the roster and end-semester grades from English105 ES: Introduction to College Writing for English as Second Language Speakers in CAS. Sections 1 had a combined enrollment total of 11 students at the end of the Add/Drop period. This was the first semester that included a pre-foundational writing section dedicated solely to English as Second Language learners.

### Course Description

This course is for non-native speakers of English. Students develop academic writing skills with emphasis on improving clarity, organization, and support in multi-paragraph expository essays.

### Observations and Concerns

The ESL students struggle in the following areas:

* Syntax and grammar
* Distinguishing between spoken and written English
* Lack of vocabulary words
* Limited prior knowledge in academic writing

Students however, were able to outline and write a full paragraph. They also did very well on the grammar quizzes, but regressed on the three and four paragraphs essays.

They were highly motivated and maintained very good attendance the whole semester.

### Course Grading

Grammar Quizzes: 5%

Classwork/Participation (outlines): 20%

Journal Entries (in-class 1-paragraph responses): 15%

Summary 1: 10%

Summary 2: 10%

3-paragraph essay (Cause/Effect): 20%

4-5 paragraph essay (Argument): 20%

### Presentation of Data

The following table shows the enrollment numbers for the Fall 2012 semester of ENGL 105ES:

|  |  |  |  |
| --- | --- | --- | --- |
| **Section**  | **Original** **Roster** | **Active** **Roster** | **Regular Attendees** |
| 1  | 11 | 11 | 6 |

Table 5: ENGL 105ES.1 Enrollment Numbers

Enrollment remained very high throughout the semester with nearly all students attending the class until the end of the semester. However, five students did not submit the final paper. Since “regular attendees” are those students who have submitted all of the work, five students were removed from the regular attendee category even though they came to class regularly.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section**  | **Original** **Roster** | **Active** **Roster** | **Regular Attendees** |
| 1  | 0% | 0% | 0% |

Table 6: ENGL 105ES.1 Pass Rate

## Formal Assignments

The syllabus for the ENGL 105S sections (see Appendix) requires students to complete 7 formal assignments. However, the ESL specialist modified that assignment scaffold based on the needs of the students. ESL students completed three in-class writing assignments that were not formally graded (students were all given credit for completing these journal assignments), but the formal, graded assignments included the following: two 1-paragraph summaries, one 3-paragraph cause/effect essay, and one 4-paragraph argument essay.

The following chart tracks the average overall grades for ENGL 105ES students across the semester:

Figure 15: ENGL 105ES Assignment Averages for Active Roster

Looking at the grades based on regular attendees gives a clearer picture of student progress because students who did not complete all of the assignments have been removed from the data set:

Figure 16: ENGL 105ES Assignment Averages for Regular Attendees

### Course Analysis

After the ENGL 105ES students submitted their first one-paragraph summary assignment and a few in-class journals, the ESL Specialist shifted from teaching the writing process to teaching sentence structure and grammar. There was more focus and time spent on teaching sentence structure throughout the semester than on the writing process, as students lacked basic grammatical knowledge. The instructor continued to adhere to the syllabus, in part, by continuing to teach the writing modes, paragraph structure, and the writing process (through brainstorming and outlining). A grammar packet that included all the identified grammar concepts that students were struggling with was given to students to encourage them to work independently on these composition issues. Once students had more direct instruction on these grammar issues, they did well on two grammar quizzes that were based on the topics taught in class.

The final grades in ENGL 105ES may be explained by students’ general lack of knowledge of academic writing. This is a similarity they shared with the native speakers in ENGL 105. However, these students also had more pronounced issues with sentence-level grammar that prevented them from progressing through the curriculum at the same pace as ENGL 105 and ENGL 105S students.

Significant time was spent on teaching paragraph structure and outlining. Students worked in groups and independently. The instructor provided individual feedback and presented multiple writing samples with thorough explanation to help students learn the modes of writing. Students were able to outline and submit a well-structured paragraph. However, when the students shifted from writing paragraphs to writing three- and four-paragraph essays, there was an immediate decline in the students’ progress. Students were unable to write a succinct introduction, developed body paragraphs, and a coherent conclusion when combined in an essay. Those students who submitted essays seemed to share similar deficiencies: paragraphs lacked organization, analysis, and coherence; this indicated that the course was moving too fast for them.

## Conclusion

ENGL 105ES meets vital needs for students preparing for college-level work. This report identifies significant challenges in English 105ES and makes recommendations to address key issues.

# Recommendations

Based on the data and narrative reports from this semester’s pre-foundational writing courses in CAS, we would recommend the following steps be taken in these areas:

## Placement, Registration, and Policies

* Following up on placement and outcomes based on Accuplacer Scores

Based on recent adjustments to the ENGL 105 and ENGL 105S placement guidelines, students seem to be ending up in the appropriate pre-foundational section. The guideline of Fall 2012, by which students who score a 4 will be placed into ENGL 105S if they score below a 60 on the Reading Comprehension portion of the exam and into ENGL 105 if they score 60 or above on that section, should be kept in place. In addition, since the number of students entering Trinity with particularly low reading scores (49 or below) seems to be growing, the outcomes of students in this range should continue to be monitored. Perhaps additional resources should be provided to those students to reinforce critical reading concepts.

##

## Course Design and Content

* Revising the ENGL 105 and ENGL 105S syllabus scaffold

The syllabus scaffold has now been in use for more than one academic year, and the Writing Specialists plan to make several adjustments to increase its efficacy in preparing students for ENGL 107 and their future academic writing. Curriculum changes will incorporate two basic elements: First, the course will incorporate readings that are more academically-focused and coherently-themed to provide a more focused engagement with writings. Because pre-foundational students struggle with reading, class discussions and subsequent writing prompts will respond to five or six readings that can be introduced and returned to throughout the semester. These readings must be complex enough that re-examining them as students learn increasingly complex modes of writing and rhetorical concepts will yield more sophisticated responses. In this sense, students can begin building the critical thinking skills that underlie effective college writing. By giving the course a more academic content focus, students can more quickly move from developing more personal compositions to developing more externally-focused compositions that engage with larger academic themes. This departure should also help reduce the number of plagiarism cases, as students will be contending with more contemporary topics and will be responding more closely to ideas they encounter in the course readings.

The curriculum will continue to emphasize the same modes of writing and will have students develop their compositions from one-paragraph to two-paragraph, and, finally, four- and six-paragraph essay structures. However, adjustments to the scaffold structure will be made as follows: Based on reservations about the efficacy of the process assignment in relation to students’ future academic writing, as well as the high number of plagiarism cases on this particular assignment, the process paper will be removed from the syllabus. In its place, a second argument essay will be added to the course scaffold, to allow students to practice this more complex essay structure more than once. Students will write on the same topic for both argument essays, so they will be encouraged to consider a topic from multiple points of view. Thus, the course scaffold will include seven formal assignments and will now look like this:

Description/Narration, and Illustration (one-paragraph structures)

Comparison/Contrast (two paragraph)

In-class Timed Writing (two paragraph)

Cause/Effect (four-paragraph structures)

Argument (4-paragraph, opposing side), Argument (5-6 paragraph, final position)

* New grammar handbook and electronic resources

With the removal of MyWritingLab from the course scaffold following Spring 2012, the Writing Specialists have been looking for a better resource to enhance instruction of sentence-level writing issues. In the Fall 2012 sections of ENGL 105S, instructors introduced grammar concepts each week and then followed up by assigning various homework exercises to help students practice those concepts throughout the week. Periodically, students were tested on those concepts in cumulative grammar quizzes. Based on these testing outcomes (and the diagnostic post-test results), it soon became clear that students needed far more practice on grammar concepts for them to recognize errors and implement revisions. After considering several grammar handbooks, the Writing Specialists have decided to use Diana Hacker’s well-known handbook *Rules for Writers*, which comes with a supplemental e-book and the online classroom component CompClass. This resource will provide students with regular practice exercises through LearningCurve, which is an adaptive quizzing system, and weekly diagnostic quizzes on particular grammar concepts. Instructors will still introduce and teach grammar concepts in the supplemental lab, but will now have additional resources to encourage students to practice these concepts throughout the week. Instructors will also have the necessary tools to regularly assess students’ grammar skills through a more reliable testing system.

* Administering grammar pre- and post- diagnostic tests in class

In past semesters students completed their pre- and post- grammar diagnostic tests out of class and submitted their results electronically. However, for several semesters, it has been apparent that students do not spend much time on this test, despite incentivizing it. Although a small weight was assigned to these tests in Fall 2012 to encourage completion (2% for the pre-test and 3% for the post-test), several students did not complete both assessments. In the future, instructors will reserve a computer classroom and have students take these tests during the first and the penultimate grammar lab, in order to ensure that students seriously attempt both tests.

##

## Program Design

* Addressing the needs of co-registered pre-foundational students

From the relationship between reading comprehension placement scores and final grades for pre-foundational writing students, it seems that students need more sustained practice with critical reading, responding to texts, and analyzing different modes of writing. Rather than viewing the reading and writing processes as separate, the Fall 2012 outcomes suggest that these two skill sets work in conjunction. This confirms the value and the need for the critical reading course. Moreover, there may be opportunities for the Reading and Writing Specialists to have certain readings overlap and to reinforce concepts on both curricula.

* Coordinating the ESL course scaffold with the standardized ENGL 105S and ENGL 105 curriculum

Because of certain factors the new ESL instructor recognized at the start of the semester (the students’ significant deficiencies in sentence-level grammar, coupled with the course’s lack of a supplemental grammar lab), the first iteration of this course saw several readjustments to the syllabus to meet students at their current skill level. However, the result was that students in the ESL curriculum did not cover nearly enough material to meet the standardized objectives of the ENGL 105 program; further, the students were not able to handle the longer essay assignments and the pass rate for the course was far lower than anticipated. Next semester, the ESL course will be run as a four-credit class that includes a supplemental grammar lab. This will allow the ESL instructor to address sentence-level issues without sacrificing attention to other elements of composition. In addition, students in the ESL curriculum will follow a course scaffold that more closely aligns with the standardized 105 curriculum, which will see them completing no less than 6 formal papers that include two 1-paragraph structures, two 2-paragraph structures, and two 4-6 paragraph essays. It is essential that students move gradually from one paragraph to two paragraph writing assignment as a transition before writing longer essays. The ESL instructor will also use the new electronic grammar resources through CompClass and will have students complete a diagnostic pre- and post-test for grammar.

## Conclusion

Considering that Fall 2012 saw the first semester of a full-time Writing Specialist team (with two Writing Specialists and one ESL Specialist), changes are being implemented to the writing curriculum that stand to increase students’ changes of success in and beyond the pre-foundational writing program. The Writing Specialists are excited to continue shaping and growing the program to better serve Trinity students.

# Appendices

## Appendix 1: ENGL 105(S) Standardized Syllabus Scaffold

*Instructors were told that they should address/could change any text highlighted in yellow.*



**College of Arts and Sciences**

**Spring 2012**

**English 105S: Introduction to College Writing with Supplemental Instruction**

3 [4] credits

Section ?, MW 10:30am – 11:45am (Main 248) & F 10:00am – 10:50am (Main 235)

Section ?, MW 12:00pm – 1:45pm (Main 251) & F 12:00pm – 12:50pm (Main 235)

|  |  |
| --- | --- |
| **Professor:** | Name |
| **Office:** | Main ??? |
| **Phone:** | ???-???-????  |
| **E-mail:** | ????????@trinitydc.edu |
| **Office Hours:** | Tuesdays 2:30pm – 3:30pmThursdays 10:30am – 11:30pmOther times, by appointment/drop-in |

**Course Description**

This course is designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. Students will have the opportunity to develop and/or improve the ability to analyze and critique texts in order to write about them.

**Course Goals**

* To develop skills in academic writing.
* To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, and stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

**Objectives for Student Learning**

Upon successful completion of this course, students will be able to:

* incorporate a variety of tactics for generating ideas about a topic;
* use systematic patterns of topic development and organization;
* meet the usage standards and sophistication level of the audience being addressed;
* integrate techniques for making writing more cohesive and coherent;
* develop strategies for revision that will carry into other classes and contexts;
* use the academic conventions of incorporating and citing the words and ideas of others;
* develop the habit of thinking critically both about ideas and about sources of information; and
* edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

**Required Texts and Materials**

* Biays, John Sheridan and Carol Wershoven. *Along These Lines: Writing Paragraphs and Essays*. 5th ed. Upper Saddle River: Prentice Hall, 2010. Print.
* MyWritingLab (Pearson online access code required)
* Regular access to a computer, printer, and the internet
* Additional readings/handouts as given by the professor

**Grading Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | 93-100% | **A-** | 90-92% |
| **B+** | 87-89% | **B** | 83-86% | **B-** | 80-82% |
| **C+** | 77-79% | **C** | 72-76% | **F** | 71% and below |
| ***\*\*\**** *Students must earn at least a C in ENGL 105S in order to proceed to ENGL 107* ***\*\*\**** |

**Final Grade Breakdown**

|  |  |
| --- | --- |
| **Assignment** | **% of Final Grade** |
| **MyWritingLab**Weekly completion at Mastery Score or higher of at least 1 Recall and 1 Apply set for all assigned topics | **10%** |
| **Three 1-Paragraph Assignments**Illustration\*Description\*Narration *[In-Class]*\* | **15%** |
| **Three 2-Paragraph Assignments**Process\*Comparison and Contrast\*Classification *[In-Class]*\* | **20%** |
| **Two 4-Paragraph Essays\***Definition\*Cause and Effect\* | **25%** |
| **One 5- to 6-Paragraph Argument Essay**\* | **20%** |
| **Classwork**Response WritingsQuizzesMoodle Participation, as directed | **10%** |
| **Total:** | **100%** |
| *\* Each of these 9 formal assignments* ***must*** *be submitted in order to pass the course.* |

**Assignment Policies**

Unless otherwise directed, you must turn in all assignments in typed, hard copy format at the beginning of class on their respective due dates. Should you find yourself unable to do so, your earned grade will decline by 10 points (one full letter grade) for each day the assignment is late. Emailing your completed assignment stops the “late clock,” but you must submit a hard copy for it to be graded.

Important reminder: you must complete all 9 formal paragraph and essay assignments in order to pass the course. That is, even if late penalties will result in a failing score for a paragraph or essay assignment, you are still obligated to submit it in order to receive credit for the course.

As every student has different strengths and weaknesses, I may designate additional reading, writing, or MyWritingLab assignments throughout the semester to individual students. These assignments will be required and graded as they are meant to inspire, challenge, and help you to become a better writer.

**Attendance Policy**

In order to pass this class, you must be **present** and **participatory** in at least 80% of class meetings this semester—that is, in at least 20 of our 24 class meetings. Students with a serious illness or other emergency should contact Jennifer Claiborne, CAS Academic Advisor, for information about the Triage Program.

“**Present**” means more than just being physically in the room during class meetings: it means coming to class on time, being prepared to discuss any assigned homework, and being fully attentive to and engaged in the class’s work during each meeting. Students who arrive more than 15 minutes late or who leave before the class ends will be marked absent.

“**Participatory**” behavior includes listening to lectures and discussions carefully and respectfully, asking as well as answering questions, engaging in class discussions in a constructive way, and responding thoughtfully to in-class assignments.

**Technology Policies**

Cell phones are to be silenced or turned off and put away for the duration of all class periods. Under-the-desk texters will be required to leave the class.

No laptops are to be used in class unless specific permission for their use has been granted.

**Statement of Academic Integrity**

Academic dishonesty is a serious offense and will be prosecuted. The penalties for plagiarism and other forms of cheating range from course failure to dismissal from the University.

From the Trinity College Course Catalog:

Trinity is devoted to the highest standards of academic honesty and intellectual integrity. As an institution of higher education founded in the Catholic intellectual tradition and rooted in liberal learning, Trinity challenges students to develop sound moral and ethical practices in their study, research, writing and presentations; in their examinations and portfolios; and in all of their relationships and actions as members of the academic community.

The values that are central to the Trinity experience animate the Honor System that has been a part of the Trinity College community since 1913. All members of the Trinity community, students, faculty, and staff, are expected to uphold a way of life that embraces personal integrity and responsibility, the foundation of the Honor System. The Honor System reflects a personal commitment on the part of all members of the community to individual integrity and shared trust; hence it also reflects a community commitment to abide by University policies, rules, and regulations. Upon joining the Trinity community, each student, faculty member, and staff member agrees to adhere to the following honor pledge:

*I realize the responsibility involved in membership in the Trinity community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community.*

In this class, plagiarism—the use of other people’s ideas, work, or words without giving them credit—will be handled according to Trinity’s student judicial guidelines. In general, for non-senior students, the first infraction results in automatic failure of the course while further infractions lead to suspension and then expulsion from the university.

Unless otherwise indicated, **the use of outside sources for assignments in this class is prohibited**. This course will, however, cover how to use MLA style to integrate quotations from class readings into writing assignments.

**Academic Services Center**

The [**Academic Services Center**](http://www.trinitydc.edu/academic-services/) (ASC) offers assistance with topics such as scholarly writing and time management. Please feel free to make an appointment with Scott Swinney in the [**Writing Center**](http://www.trinitydc.edu/writing/) or with someone at ACS for [**tutoring assistance**](http://www.trinitydc.edu/academic-services/tutoring/)—appointments are most easily made through the ASC page on Trinity’s website. As it can take 24-48 hours to schedule a session, please plan in advance!

Because it always helps to have an extra pair of eyes looking at anything we write, do not be surprised if you are referred to ASC at some point during the semester.

ASC is also the home of [**Disability Student Services**](http://www.trinitydc.edu/disability/) (DSS). DSS is committed to facilitating the development and attainment of educational goals for Trinity students with disabilities by ensuring equal access to University programs and services as well as promoting student self-advocacy and campus-wide disability awareness. As a matter of policy and practice, Trinity’s DSS complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

If you are a student with a psychological, cognitive, and/or physical disability, DSS is here to ensure that you receive support services that will equalize your access for your courses and campus activities. In contrast to high school, where students with disabilities are *entitled* to certain services, in college, you must become approved or *eligible* for services based on the guidelines set forth by your college. At Trinity, this means that you must first register with DSS before you can request support services.

If you have DSS accommodations, you are required to share this information with your professor within the first two weeks of class.

**Course Schedule** [INSERT TABLE HERE]

## Trinity Logo--2009Appendix 2: Syllabus

**College of Arts and Sciences**

**Fall 2012**

**English 105S: Introduction to College Writing with Supplemental Instruction**

 4 credits

Section 4, MW 9:00am – 10:15am (Main 252) & F 9:00am – 9:50am (Main 248)

LC2, MW 12:00pm – 1:15pm (Main 248) & F 12:00pm – 12:50pm (Main 230)

|  |  |
| --- | --- |
| **Professor:** | **Jennifer Rivers** |
| Office: | Main 220  |
| E-mail:Phone:  | riversj@trinitydc.edu(202) 884-9291  |
| Office Hours: | Monday & Wednesday 2:00pm – 3:00pmTuesday & Thursday 10:30am – 11:30amOther times, by appointment/drop-in |

**Course Description**

This course is designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. Students will have the opportunity to develop and/or improve the ability to analyze and critique texts in order to write about them.

**Course Goals**

* To develop skills in academic writing.
* To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, and stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

**Objectives for Student Learning**

Upon successful completion of this course, students will be able to:

* incorporate a variety of tactics for generating ideas about a topic;
* use systematic patterns of topic development and organization;
* meet the usage standards and sophistication level of the audience being addressed;
* integrate techniques for making writing more cohesive and coherent;
* develop strategies for revision that will carry into other classes and contexts;
* use the academic conventions of incorporating and citing the words and ideas of others;
* develop the habit of thinking critically both about ideas and about sources of information; and
* edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

**Required Texts and Materials**

* Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 7th ed. New York: W.W. Norton and Co., 2010. Print.
* Regular access to a computer, printer, and the internet

##### **Grading Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | 93-100% | **A-** | 90-92% |
| **B+** | 87-89% | **B** | 83-86% | **B-** | 80-82% |
| **C+** | 77-79% | **C** | 72-76% | **F** | 71% and below |
| ***\*\*\**** *Students must earn at least a C in ENGL 105S in order to proceed to ENGL 107* ***\*\*\**** |

**Final Grade Breakdown**

|  |  |
| --- | --- |
| **Assignment** | **% of Final Grade** |
| **Classwork**Response WritingsReading QuizzesGrammar/Editing QuizzesDiagnostic Pre and Post-Tests | **20%** |
| **Timed Writing Tests** *[In-Class Writings]*Timed Writing ITimed Writing II | **10%** |
| **Three 1-Paragraph Assignments**Narration \*Description\*Illustration\* | **15%** |
| **Two 2-Paragraph Assignments**Process\*Comparison and Contrast\* | **20%** |
| **One 4-Paragraph Essay**Cause and Effect\* | **15%** |
| **One 5- to 6-Paragraph Argument Essay**\* | **20%** |
| **Total:** | **100%** |
| *\* Each of these 7 formal assignments* ***must*** *be submitted in order to pass the course.* |

**Assignment Policies**

Unless otherwise directed, you must turn in all assignments in typed, hard copy format at the beginning of class on their respective due dates. Should you find yourself unable to do so, your earned grade will decline by 10 points (one full letter grade) for each day the assignment is late. Emailing your completed assignment to me stops the “late clock,” but you must submit a hard copy of the assignment for it to be graded.

***Important reminder:*** You must complete all 7 formal paragraph and essay assignments in order to pass the course. That is, even if late penalties will result in a failing score for a paragraph or essay assignment, you are still obligated to submit it in order to receive credit for the course.

 Additionally, you must complete the Diagnostic Pre-test to begin receiving grades in the course, and you must complete the Diagnostic Post-test and show some level of improvement before your final Argument Essay is due. The Argument Essay will not be graded until your Diagnostic Post-Test is taken.

As every student has different strengths and weaknesses, I may designate additional reading, writing, or presentation assignments throughout the semester to individual students. These assignments will be required and graded as they are meant to inspire, challenge, and help you to become a better writer.

**Attendance Policy**

Attendance is *MANDATORY.* In order to be eligible to pass this class, students must be present and participatory (see explanation below) in at least 2/3 of class meetings this semester.  The student that misses an excessive number of classes could automatically fail the course.  There are absolutely no excused absences.  Students are responsible for turning in and completing all work as well as obtaining lecture notes and materials for any missed class period. On-time and regular attendance facilitates academic success in the course. Students with a serious illness or other serious emergency should register with the Triage Program.

“**Present**” means more than just being physically in the room during class meetings: it means coming to class on time, being prepared to discuss any assigned homework, and being fully attentive to and engaged in the class’s work during each meeting. Students who arrive more than 15 minutes late or who leave before the class ends will be marked absent.

“**Participatory**” behavior includes listening to lectures and discussions carefully and respectfully, asking as well as answering questions, engaging in class discussions in a constructive way, and responding thoughtfully to in-class assignments.

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Cell phones are to be silenced or turned off and put away for the duration of all class periods. Under-the-desk texters will be required to leave the class and marked absent for the class period.

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In this class, plagiarism—the use of other people’s ideas, work, or words without giving them credit—will be handled according to Trinity’s student judicial guidelines. In general, for non-senior students, the first infraction results in automatic failure of the course while further infractions lead to suspension and then expulsion from the university.

You should not need to consult any outside sources for your work in this course as you should be creating your own, original work. This course will cover how to use MLA style to integrate quotations, paraphrases, and summarized ideas from class readings into in-class writing assignments. However, you will be responsible for following standard citation requirements should you decide to use outside sources in your writing assignments for this course.

**Academic Services Center**

The [Academic Services Center](http://www.trinitydc.edu/academic-services/) (ASC) offers assistance with topics such as scholarly writing and time management. Please feel free to make an appointment with Scott Swinney in the [**Writing Center**](http://www.trinitydc.edu/writing/) or with someone at ASC for [**tutoring assistance**](http://www.trinitydc.edu/academic-services/tutoring/)—appointments are most easily made through the ASC page on Trinity’s website. As it can take 24-48 hours to schedule a session, please plan in advance!

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If you are a student with a psychological, cognitive, and/or physical disability, DSS is here to ensure that you receive support services that will equalize your access for your courses and campus activities. In contrast to high school, where students with disabilities are *entitled* to certain services, in college, you must become approved or *eligible* for services based on the guidelines set forth by your college. At Trinity, this means that you must first register with DSS before you can request support services.

If you have DSS accommodations, you are required to share this information with your professor within the first two weeks of class.

**Course Schedule**

\*The schedule is subject to change at the instructor’s discretion. Students are responsible for keeping up with any changes made to due dates, assignments, deadlines, and readings.\*

| **Week** | **Date** | **Topics Covered** | **Reading Assignment(s)** | **Assignment(s) Due** |
| --- | --- | --- | --- | --- |
| 1 | 8/29 | In-Class Writing Sample SyllabusThe Writing Process | Chapter 1, p. 19-26 |  |
| 8/31 | Introduction to Style |  | Log On:* Moodle
 |
| 2 | *9/3*  | *Labor Day (No Class Meetings)* |
| 9/5 | Paragraph Structure:Topic SentencesParagraph Details | Chapter 1, p. 29-36 | Diagnostic Pre-Test |
| 9/7 | Playing with Style |  | Grammar Tool Kit* Subjects & Verbs
* Combining Sentences
 |
|  | ***Wednesday, 9/5: Add/Drop Deadline*** |
| 3 | 9/10 | MLA Citation &Responses to WritingResponse Writing #1 | Chapter 1, p. 36 - end |  |
| 9/12 | Narration as Paragraph PatternResponse Writing #2Drafting | Chapter 3, p. 84 - 91“Ready, Willing, and Able” p. 120 |  |
| 9/14 | Playing with Style |  | Grammar Tool Kit* Tense
* Consistent Verb Tense & Active Voice
 |
| 4 | 9/17 | Workshopping |  | Narration Paragraph Draft |
| 9/19 | Description as Paragraph PatternResponse Writing #3 | Chapter 2, p. 41 - 50“The Miss Dennis School of Writing,” p. 57 | **Narration Paragraph\*** |
| 9/21 | Playing with Style |  | Grammar Tool Kit* Subject-Verb Agreement
 |
| 5 | 9/24 | WorkshoppingRevision |  | Description Paragraph Draft |
| 9/26 | Illustration as Paragraph PatternResponse Writing #4 | Chapter 4, p. 129 - 137“English is a Crazy Language,” p. 159 | **Description Paragraph\*** |
| 9/28 | Playing with Style |  | Grammar Tool Kit* Run-Ons
* Fragments
 |
| 6 | 10/1 | Workshopping |  | Illustration Paragraph Draft  |
| 10/3 | Outlining I Timed Writing I (Review) |  | **Illustration Paragraph\*** |
| 10/5 | Playing with Style |  | Grammar Tool Kit* Pronoun Case
* Pronoun Reference & Point of View
* Pronoun Antecedent Agreement
 |
| 7 | *10/8* | *Columbus Day (No Class Meetings)* |
| 10/10 | Timed Writing Test 2-Paragraph Structures |   | ***Timed Writing I******(30 Minutes, In-Class)*** |
| 10/12 | Playing with Style |  | Grammar Rewind |
| 8 | 10/15 | Individual Conferences: No class meetings—Come to scheduled meeting in Main 220.  |  |
| 10/17 |
| 10/19 | Playing with Style |  | Grammar Tool Kit* Parallelism
* Sentence Structure
 |
|  | ***Wednesday, 10/17: Mid-Term Grades*** |
| 9 | 10/22 | Process as Paragraph PatternResponse Writing #5 | Chapter 6, p.204- 213 “So, You Want to be a Writer? Here’s How,” p. 225 | Process Paragraphs Outlines (checked at end of class) |
| 10/24 | Workshopping |  | Process Paragraphs Draft |
| 10/26 | Playing with Style |  | Grammar Tool Kit* Varying Sentence Structure
* Misplaced or Dangling Modifiers
 |
| 10 | 10/29 | Comparison & Contrast as Paragraph PatternResponse Writing #6 | Chapter 7, p. 246 – 253 “Watching Oprah from Behind the Veil,” p. 255 | **Process Paragraphs\*** |
| 10/31 | WorkshoppingTimed Writing II (Review) |  | Comparison & Contrast Paragraphs Draft |
| 11/2 | Playing with Style |  | Grammar Tool Kit* Final Punctuation
* Commas
 |
| 11 | 11/5 | Individual Conferences: No class meetings—Come to scheduled meeting in Main 220.  | **Comparison & Contrast Paragraphs\*** |
| 11/7 |
| 11/9 | Playing with Style |  | Grammar Tool Kit* Apostrophes
* Quotation Marks
 |
|  | ***Monday, 11/5: Registration for Winter/Spring 2013*** |
| 12 | 11/12 | Timed Writing TestOutlining II (Essays) |  | ***Timed Writing II******(30 Minutes, In-Class)*** |
| 11/14 | Cause & Effect as Paragraph PatternResponse Writing #7 | Chapter 9, p.339 - 347“The Deadly Allure of a Smoke,” p. 361 |  |
| 11/16 | Playing with Style |  | Grammar Tool Kit* Eliminating Wordiness
 |
|  | ***Tuesday, 11/13: Withdrawal Deadline*** |
| 13 | 11/19 | Workshopping From Outlines to Drafts |  | Cause & Effect Essay Outline(checked at end of class) |
| *11/21* | *Thanksgiving Break (No Class Meetings)* |
| *11/23* |
| 14 | 11/26 | Essay Structures IIArgument as Paragraph PatternResponse Writing #8 | Chapter 10, p. 376 - 388“An Open Letter to Diversity’s Victims,” p. 436 | **Cause & Effect Essay\*** |
| 11/28 | WorkshoppingFrom Outlines to Drafts |  | Argument Essay Outline  |
| 11/30 | Playing with Style |  | GRAMMAR JEOPARDY |
| 15 | 12/3 | Workshopping |  | Argument Essay Draft #1 |
| 12/5 | Workshopping |  | Argument Essay Draft #2  |
| 12/7 | In-Class Writing Sample |  | Diagnostic Post-Test |
| Tuesday, 12/11: **Argument Essay\*** (bring to Main 220 by 3pm) |
|  | ***Tuesday, 12/18: Final Grades*** |
| ***\* Each of these 7 formal assignments must be submitted in order to pass the course.*** |

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## Appendix 3: Formal Assignments

**Formal Assignments 1-6**

**ENGL 105S**

For each Formal Assignment this semester, you will pre-write, draft, revise, edit, and proofread one paragraph, two paragraphs, or a short essay in a particular pattern. (Please see the schedule, below, for due dates and paragraph number requirements.) The patterns—along with various techniques for handling them—will be introduced in your readings and discussed/practiced in class.

Each assignment will have a specific topic, audience, purpose, and genre. These specifics—including which parts you will get to choose for each assignment—will be announced in class for each assignment. As no outside research is allowed for any work you do this semester in ENGL 105S, you should work with specific topics that do not require any research (i.e., a topic with which you are very familiar).

On the top left corner of each final draft, you should include the following information:

Your Full Name

ENGL 105S

Professor Rivers

Due Date

Paragraph Pattern:

Topic:

Audience:

Purpose:

Genre:

All assignments should be double-spaced in 12-point Times New Roman font with 1-inch margins. (NB: This will require changing some settings from the default settings in Microsoft Word.)

Unless the assignment will be completed in class (see the schedule, below, for the in-class assignments), you are required to turn in the following papers at the beginning of class on the due date, stapled or paper clipped together in this order:

1. Blank Rubric (one will be provided to you)
2. Final Draft
3. Pre-Writing Activities (including any classwork)
4. At *least* 1 Full Draft with Workshopping Evidence

🢡: Your final draft should look at least ***fairly*** if not ***vastly*** different than your full draft(s) with workshopping evidence. Your final grade will suffer if you have not fully engaged with revision, editing, and proofreading work.

**Schedule of Due Dates & Percentages of Final Grade:**

|  |  |  |  |
| --- | --- | --- | --- |
| W, 9/19 | Narration | 1 Paragraph | ***15% of final grade*** |
| W, 9/26 | Description | 1 Paragraph |
| M, 10/3 | Illustration | 1 Paragraph |
| M, 10/29 | Process | 2 Paragraphs | ***20% of final grade*** |
| M, 11/5-711 wk conference | Comparison and Contrast | 2 Paragraphs |
| M, 11/26 | Cause and Effect | 4-Paragraph Essay | ***15% of final grade*** |
|  |  |  |

The grading rubrics are attached.

Paragraph/Essay Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Concept/Purpose** | **Connections/Organization** | **Evidence/Content** | **Style** | **Mechanics** |
| **Exhibits Mastery****5** | You address the topic with an insightful and well-developed central idea. Your paragraph demonstrates an in-depth understanding of the issue(s), presents positions very convincingly, and clearly discusses other views where appropriate. | Your paragraph is organized so that all parts support the whole. You make skillful use of transitions. You make larger connections. You introduce your ideas with sophistication. You have an insightful conclusion. | You have selected specific, relevant, and accurate evidence to support your central idea. You analyze your evidence perceptively and creatively. You provide rich detail to develop your ideas. | Your writing has varied and effective sentence structure. You provide an appropriately broad vocabulary and a lively, interesting use of language for your audience. | Your writing is free of grammatical, spelling, and punctuation errors.  |
| **Exceeds Standards****4** | You address the topic with a clear central idea. Your paragraph demonstrates an understanding of the issues and presents position convincingly. | Your paragraph is organized so that most parts support the whole. You make effective use of transitions. You attempt to make larger connections. You introduce your ideas effectively and you have a convincing conclusion. | You have selected relevant and accurate evidence to support your central idea. You analyze your evidence effectively. | Your writing uses sentence structures effectively. You provide a mostly appropriate and effective use of vocabulary for your audience. | You have a minimal number of grammatical, spelling, and punctuation errors.  |
| **Meets Standards****3** | You address the topic with a clear central idea. | You have given some thought to the paragraph’s structure. Connections of parts to the whole are sometimes made. You make adequate use of transitions. | You have provided sufficient evidence to support your central idea. You analyze most of your evidence. | Your writing has an adequate use of varied sentence structures. You provide a generally appropriate use of vocabulary for your audience. | You have some grammatical, spelling, and punctuation errors, but they do not interfere with meaning.  |
| **Needs More Work****2** | Your addressing of the topic is implied but is incomplete and/or not clearly stated. Your central idea is too narrow or too broad. Focus is inconsistent. | Your paragraph needs more attention to structure and/or transitions. | You have insufficient evidence and/or your evidence does not clearly support your central idea. You do not analyze your evidence enough. | Your sentence structures need variation. You sometimes use words incorrectly. | You have many grammatical, spelling, and punctuation errors, but they generally do not interfere with meaning.  |
| **Fails to Meet Standards****1** | You do not address the topic and/or you do not have a central idea. | Your paragraph does not include or does not make adequate use of an introduction, conclusion, and/or transitions. | You have provided little or no evidence and/or provided little or no analysis for your evidence. | Your sentence structures and vocabulary use need development. | You have many grammatical, spelling, and punctuation errors that interfere with meaning.  |
| **Assessment** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Total** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
|  |  |  |  |  |  |
|  | **A = 24/25** | **A– = 23** | **B+ = 21/22** | **B = 19/20** | **B– = 18** | **C+ = 16/17** | **C = 14/15** | **C– = 13** | **D = 8 – 12** | **F = 5 – 7** |

1. Gerlaugh, Katherine, Lizette Thompson, Hunter Boylan, and Hildreth Davis. *“*National Study of Developmental Education II: Baseline Data for Community College*s.*” *Research* *in Developmental Education* 20.4 (2007): 1-4. [↑](#footnote-ref-1)