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**College of Arts and Sciences**

**Writing Specialist Report**

**Fall 2011**

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# Introduction

## Courses and Sections

This report consists mostly of the presentation and analysis of data as well as narrative reports from my three Fall 2011 sections of ENGL 105S (Introduction to College Writing with Supplemental Instruction) in the College of Arts and Sciences (CAS): Sections 4, 5, and LC1. The combined enrollment total for these sections began at 46 students at the end of the Add/Drop period and ended at 41 students in December. (More detailed enrollment details can be found beginning on page 6.)

The report also contains some data collected from the rosters and end-semester grades from the other pre-foundational writing courses in CAS this past semester: 10 sections of ENGL 105 (Introduction to College Writing) and 3 other sections of ENGL 105S.

For the first time 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. I provided my general assignments to the other professors in June and encouraged them to use those assignments in their sections as well. For the 9 formal assignments for the semester, however, professors were provided flexibility in terms of which modes (or paragraph patterns) they could attach to each assignment as well as total control over the assignments’ specific topics, audiences, purposes, and genres. (See Appendix 1 for the full syllabus scaffold and Appendix 5 for my sections’ full syllabus and general assignments.)

Finally, this report includes some longitudinal data analysis involving data from my three CAS sections of ENGL 105S from Fall 2010.

### Course Descriptions

On the syllabi for all ENGL 105 and ENGL 105S sections this semester, the course description read 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 Attendance Policy

The attendance policy on the syllabi read as follows:

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 \_\_\_ of our \_\_\_ 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.

Each instructor calculated the number of classes required for a passing grade based upon his or her section’s calendar. For example, in my three sections of ENGL 105S, the numbers worked out as follows: students needed to be present in 32 of our 40 class sessions.

None of my students failed simply for missing too many class meetings. Those who did miss too many class sessions also failed to turn in homework and required assignments and/or had low, non-passing averages due to poor quality of work.

### Course Methods

Based upon my formal observation of five adjuncts teaching ENGL 105(S) this semester, I can confidently assert that my course methods closely mirrored those of many of the other sections. My in-class methods included lecture, discussion, question-and-answer, workshop, group work, presentations, and individual instruction and conferences. My students’ out-of-class activities included reading, pre-writing, drafting, writing, revising, editing, and proofreading as well as extensive (and almost entirely teacher-directed) use of MyWritingLab.

## Report Goals and Objectives

This report has three goals:

* Examine the level of variation in grading and standards across all of the pre-foundational writing sections;
* Assess placement and registration procedures and outcomes; and
* Evaluate the effectiveness of the new standardized syllabus scaffold.

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

* Investigate the impact of (non)attendance on final grades in ENGL 105S.4/5/LC1;
* Compare roster sizes, final grades, and pass rates across all ENGL 105 and ENGL 105S sections;
* Analyze Accuplacer scores in terms of placement and end-semester grades for all pre-foundational writing courses;
* Examine my students’ growth in formal assignment scores across similar assignments and the semester as a whole; and
* Explore MyWritingLab scores for my students’ Diagnostic Pre- and Post-Test growth as well as correlation to course grades.

# Presentation and Analysis of Data

## Enrollment and Grade Distributions

### ENGL 105S.4/5/LC1

The enrollment overview of my three ENGL 105S sections is as follows. All students who were enrolled in my sections 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **1st Day of Class** | **Original Roster** | **Active Roster** |
| 4 | 18 | 17 | 14 |
| 5 | 17 | 15 | 13 |
| LC1 | 15 | 14 | 14 |
| ***Combined***  | ***50*** | ***46*** | ***41*** |

Table 1: ENGL 105S.4/5/LC1 Enrollment Numbers

Just one of my sections ended the Add/Drop period over the 15-student cap set for this course. On the first day of class at the beginning of the semester, however, two of my sections were overenrolled. At one point during registration, in fact, one of my sections had 20 students on the roster.

The 5 students who withdrew from my sections chose that course of action for the following reason(s):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Student** | **Missing Work** | **Low Performance** | **Accrued Absences** |
| 4 | 1 | ✓ | ✓ | ✓ |
| 2 | ✓ | ✓ |  |
| 3 | ✓ | ✓ | ✓ |
| 5 | 4 | ✓ | ✓ | ✓ |
| 5 | ✓ | ✓ | ✓ |

 Table 2: ENGL 105S.4/5 Withdrawn Students

With just one exception, then, my students who withdrew had both missing work and poor performance on turned-in work as well as accrued absences. The one student who did not have accrued absence issues withdrew from all of her courses at Trinity as she was underprepared for the work in all of her pre-foundational courses.

Interestingly, none of my Learning Community (LC) students withdrew from the course. Until the last few weeks of class, none of my LC students had missing work or a worrisome number of accrued absences. Right after the Withdrawal deadline, however, one student violated the attendance policy, stopped turning in work, and eventually ceased coming to class. While I did have two other students fail in that section, those failures resulted from for low performance on assignments as both of those students attended regularly and turned in all of their work. Although this data set of three sections is certainly small, the general lack of attendance problems in my LC points towards the strong impact that LC groups have on first-year students. One further interesting point here is that, of the three students who failed in my LC section, one of them (a low performer) missed most of our Orientation meetings and another (the accrued absence student) missed all of our Orientation meetings.

Overall, 31 of the 46 students on my Original Roster passed the course at the end of the semester. The following table shows the pass rates for each of my sections—as well as an overall average. Students who regularly attended class through the end of the semester are included in the “Regular Attendees” numbers.

|  |  |  |
| --- | --- | --- |
|  | **Mid-Semester**  | **End-Semester** |
| **Section** | *Original**Roster* | *Original Roster* | *Active**Roster* | *Regular Attendees* |
|
| 4 | 64.7% | 64.7% | 78.6% | 91.7% |
| 5 | 40.0% | 60.0% | 69.2% | 75.0% |
| LC1 | 85.7% | 78.6% | 78.6% | 84.6% |
| ***Overall*** | ***63.0%*** | ***67.4%*** | ***75.6%*** | ***83.8%*** |

Table 3: ENGL 105S.4/5/LC1 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: 83.8% overall. Regular attendance, therefore, seems to correlate to greater success in this pre-foundational writing course.

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

Figure 1: ENGL 105S.4/5/LC1 Original Roster Grade Distributions at End-Semester by Section

These pie charts may seem unbalanced. For example, there were no As recorded in Section 4, and there were no withdrawals in my LC. Having spent the semester with each of these sections, however, I know that each had its own distinct personality. Section 4 had a lot of students who would work hard enough to pass but not hard enough to excel; Section 5 had a mid-semester failure rate of 60%, which helps explain the higher F and C range averages at the end of the semester; and Section LC1 was my most evenly distributed in terms of student capabilities and dedication.

Overall, then, the final grades for my original rosters look like the following:

Figure 2: ENGL 105S.4/5/LC1 Original Roster Grade Distribution at End-Semester

These combined percentages are likely a decent 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 them to where they need to be. The largest portion of my students, however, exited ENGL 105S in the B and 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 by the end of the course.

Furthermore, these percentages line up fairly closely to those from my three sections of ENGL 105S in Fall 2010:

Figure 3: Fall 2010 ENGL 105S Original Roster Grade Distribution at End-Semester

The largest difference between these two semesters is in the percentages for Bs and Cs: in Fall 2011, the percentage of Cs shrunk and the percentage of Bs grew. While data from future semesters will help sort out this shift, I would posit now that the changes resulted, at least in part, from the syllabus redevelopment that took place this past summer. My hope is that the changes are helping more students succeed more often, and future outcomes assessment work will help us understand these effects more clearly.

This semester’s overall grade distribution can also be explained, in part, by the number of absences that students accrued over the course of the semester, as the following column graph shows:

Figure 4: ENGL 105S.4/5/LC1 Active Roster Grade Distribution at End-Semester Compared to Accrued Absences

Quite simply, students who attended class more regularly tended to earn higher grades. The four students who earned As all missed either no classes or just one class period. The highest number of B grades is in the same absence range. Furthermore, as the number of absences increase, the probability of failing also increases. The data suggest, then, that pre-foundational students need regular and sustained interaction with the instructor and their classmates in order to achieve greater success in their courses.

### All ENGL 105S and ENGL 105 Sections

For all sections of ENGL 105 and ENGL 105S, 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** |
|  |  |  | 105 | 1 | 17 | 17 |
|  |  |  | 3 | 18 | 18 |
| **Course & Section** | **Original Roster** | **Active Roster** | 4 | 16 | 16 |
| 5 | 15 | 13 |
| 105S | 1 | 20 | 16 | 6 | 11 | 11 |
| 2 | 19 | 16 | 7 | 16 | 16 |
| 3 | 17 | 17 | 8 | 18 | 18 |
| 4 | 17 | 14 | 9 | 14 | 13 |
| 5 | 15 | 13 | 10 | 17 | 17 |
| LC1 | 14 | 14 | LC1 | 16 | 16 |
| *All 105S* | *102* | *90* | *All 105* | *158* | *155* |
| *105S Average* | *17* | *15* | *105 Average* | *15.8* | *15.5* |
|  ***ENGL 105S and ENGL 105 Combined Total*** | ***260*** | ***245*** |
| ***ENGL 105S and ENGL 105 Combined Average*** | ***16.3*** | ***15.3*** |

Table 4: All ENGL 105S and ENGL 105 Enrollment Numbers

The average number of students in ENGL 105 thus did not ever meet the cap limit, and, in ENGL 105S, the cap was exceeded, on average, until the end of the withdrawal period, which did not occur until November 11, less than a month from the end of the semester. Overall, then, these pre-foundational courses were overenrolled. While 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. Particularly troubling are ENGL 105S.1 and 105S.2, which began at 20 and 19 students, respectively. These two supplemental sections were taught by an adjunct professor and had enrollment numbers 33% higher than they should have been.

The grade distributions for the original rosters of all sections of ENGL 105, ENGL 105S, and both courses combined can be seen in the following charts[[1]](#footnote-1):

Figure 5: Overall Grade Distributions for ENGL 105S, ENGL 105, and Both Courses Combined

Two major differences can be seen in these charts: the much lower percentage of withdrawals and much higher percentage of As in ENGL 105 than in ENGL 105S. (The B, C, and F ranges are fairly consistent across both courses.) These differences can be explained in part by the student populations in each course; that is, we would expect students who placed into ENGL 105 to have higher end-semester grades and less need to withdraw from the course.

However, some of these differences may also be the result of the high number of sections of ENGL 105 that were taught by adjuncts rather than fulltime faculty. The following charts explore the grade distributions for ENGL 105 sections taught by fulltime versus adjunct faculty:

Figure 6: Grade Distributions for ENGL 105 as Taught by Fulltime and Adjunct Faculty

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

Even these averages based on faculty status, however, do not tell the full story. Here are all of the ENGL 105 grade distributions, by section, with fulltime faculty section titles *italicized*:

Figure 7: Grade Distributions for All ENGL 105 Sections, by 8 Professors

Even after taking section personalities into account, the variations here between individual professors’ sections are troubling. The data sets are certainly small—and the results are thus not entirely dependable—but, overall, it appears that the grading standards for these ENGL 105 sections were too diverse.

A different variation can be seen in the grade distributions for ENGL 105S:

Figure 8: Grade Distributions for All ENGL 105S Sections, by 3 Professors

These charts suggest that the grading standards for the Fall ENGL 105S sections were too diverse as well. Here, though, while the A rates are fairly similar, the W and F rates vary widely. The variation in F rates between Sections 1/2 and Sections 3/4/5/LC1, though, can be largely explained by the overcrowding that the adjunct professor of Sections 1/2 faced in her classrooms. Even though I taught three (as opposed to her two) sections, she only had eight fewer students than I did. These distributions, then, demonstrate the need for following the course cap size limits, especially for ENGL 105S.

## Placement and Accuplacer[[2]](#footnote-2)

Of the 260 students enrolled in ENGL 105 and ENGL 105S this fall, 70 were placed into the wrong course based on their Accuplacer score. Our Accuplacer cut scores indicate that students with WritePlacer scores between 0 and 4 should be placed into ENGL 105S, students with scores between 5 and 7 should be placed into ENGL 105, and students who score 8 or above should be placed into ENGL 107. (See Appendix 5 for more information on cut scores.)

The 70 misplacements can be viewed in the following chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **WritePlacer Score** | **# of Misplaced Students** |
| **Placement** | ENGL 105S | 5 | 3 |
| ENGL 105 | 2 | 2 |
| 3 | 4 |
| 4 | 61 |

Table 5: ENGL 105(S) Misplacements Based on Accuplacer Scores

The largest group here is the set of students who scored a 4 on the WritePlacer portion of the test but were then placed into ENGL 105 instead of ENGL 105S. The reason for these misplacements is simple: there was not enough room in ENGL 105S for all of the students who scored in the 0-4 range. Given that 67 students were misplaced “up” into ENGL 105, we would have needed another 4 sections of ENGL 105S to accommodate everyone. Had we run that many sections, it would have represented a 66% increase in the number of ENGL 105S sections being offered this past semester.

Regrettably, the process by which students who scored a 4 were selected to move “up” into ENGL 105 seems arbitrary. While efforts were made by the advising team to move “up” students who scored well on the Reading Comprehension portion of Accuplacer, the data demonstrate that this effort largely failed. This table shows how students who scored a 4 were placed as well as what their average Reading Comprehension scores were:

|  |  |  |
| --- | --- | --- |
| **Placement** | **# of Students** | **Reading Comprehension Scores** |
| ***Mean*** | ***Median*** | ***Range*** |
| 105S | 51 | 60.8 | 62 | 27 to 95 |
| 105 | 63 | 63.7 | 64 | 28 to 102 |

Table 6: Placement and Reading Comprehension Scores of Students with WritePlacer Scores of 4

These very similar mean and median scores—in addition to the very similar ranges of scores—indicate that the decision to register these students in the right course (ENGL 105S) or to move them “up” into ENGL 105 was haphazard in relation to students’ Reading Comprehension scores. (For reference, students are placed into CRS 100S [Foundations of Reading] with Reading Comprehension Accuplacer scores of 50 or below; students are registered into CRS 101 [Critical Reading Seminar] with scores of 51 or above.)

Unsurprisingly, students on average had a higher chance of passing either ENGL 105 or ENGL 105S if they started the course with a higher WritePlacer score. Here is a scatter-plot graph comparing WritePlacer scores to final grades for all of the pre-foundational students from this past semester:

Figure 9: WritePlacer Scores Compared to End-Semester Grades for All ENGL 105S and ENGL 105 Students

\* Students who withdrew from the course are identified here on the 10% line.

The trend here is clear and unsurprising: students with higher WritePlacer scores tended to have higher end-semester grades as well.

Breaking down this scatter-plot into the ENGL 105 and ENGL 105S students, however, reveals some interesting differences:

Figure 10: WritePlacer Scores Compared to End-Semester Grades for All ENGL 105S and ENGL 105 Students with Separate Trendlines

\* Students who withdrew from the course are identified here on the 10% line.

Beginning with WritePlacer scores of 3 and higher, the trendline here for students in ENGL 105 outpaces that for students in ENGL 105S. This trend is not unexpected. After all, on average, students in ENGL 105 had higher WritePlacer Scores (4.5) than students in ENGL 105S (3.3), and the end-semester grades for the former should therefore trend higher.

What is more surprising are the passing rates associated with individual WritePlacer scores in each course:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WritePlacer Score** | **1** | **2** | **3** | **4** | **5** | **6** |
| ENGL 105S | *# of Students* | *8* | *12* | *26* | *50* | *3* | *—* |
| Passing Rate | 37.5% | 58.3% | 73.1% | 62.0% | 33.3% | — |
| ENGL 105 | *# of Students* | *—* | *2* | *4* | *63* | *78* | *7* |
| Passing Rate | — | 100% | 25.0% | 66.7% | 73.1% | 100% |

Table 7: Passing Rates of ENGL 105 and ENGL 105S Students by WritePlacer Scores

A number of intriguing percentages are found in this table. First, for ENGL 105S, the low passing rate for students who scored a 1 on the WritePlacer assessment (37.5%) reflects the low level of skills those students bring to the course, but the much higher passing rates for students who scored a 2 (58.3%) or a 3 (73.1%) provide the sense that the curriculum is reaching a good proportion of our most low-performing first-year students. That rate, however, then begins to decline again at the score of 4 (62%) and 5 (33.3%). These lower percentages suggest that there are some differences between the ENGL 105S student who scores a 3 and the ENGL 105S student who scores a 4. That suggestion is strengthened by the passing rates for ENGL 105, where a higher percentage of students who scored a 4 passed their course: 66.7%. The rates for ENGL 105 students who scored a 5 and 6 are even higher (73.1% and 100%, respectively.) The small number of students who were moved “up” into ENGL 105 with WritePlacer scores of 2 and 3 also present some interesting passing rates: 100% for the two students who scored a 2 and 25% for the four students who scored a 3. These data sets are so small, however, that they cannot be mined for much information.

The ENGL 105S and ENGL 105 students who scored a 4, however, present the most problematic situation. By our own cut scores, all of those students should have been placed into ENGL 105S, but less than half were because of space constraints. Two issues may be influencing the passing rates for these two courses: first, students who were correctly placed into ENGL 105S may have struggled with the supplemental Friday lab in terms of its time constraints, and, second, students who were misplaced into ENGL 105 may have benefited from classroom environments filled with stronger writers. Ultimately, the passing rates suggest that our cut scores for ENGL 105S and ENGL 105 need reexamining.

## Formal Assignments[[3]](#footnote-3)

The syllabus for my sections (see Appendix 5) required students to complete 9 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 Appendix 5.)

The following chart tracks the average overall rubric scores for my students across the semester:

*1 Paragraph*

*Essay*

*2 Paragraphs*

Figure 11: ENGL 105S.4/5/LC1 Average Overall Rubric Scores

This chart clearly demonstrates overall growth from the first to the final formal assignment of the semester. That the growth is not steady across the semester is not surprising, as students stumbled here and there as the patterns of organization and assignments grew more complicated. Furthermore, the final assignments for each of the first two assignment lengths (a 1-paragraph Narration and a 2-paragraph Classification assignment, respectively) were completed in-class in a timed, 30-minute session. That these average scores are lower than the scores immediately preceding them should not be surprising for two reasons. First, the high-stakes nature of this assessment likely lowered at least some students’ capabilities to some degree. Second, this type of assessment compressed the writing process down into just 30 minutes. Rather than taking our normal several hours or days for each of the pre-writing, planning, drafting, and polishing steps, students had to finish everything in a very short time period. It is thus not surprising that my students’ results were lower on these timed assignments. Nevertheless, the overall upward trend from the beginning to the end of the semester is clear and suggests that the syllabus, as it is currently structured, is helping our pre-foundational students write better paragraphs and essays.

In Fall 2010, a similar trend occurred in my three sections of ENGL 105S:

*2 Paragraphs*

*1 Paragraph*

Figure 12: Fall 2010 ENGL 105S Average Overall Rubric Scores

In comparison to this semester, there were more formal assignments in Fall 2010, and those assignments were arranged differently: five 1-paragraph, four 2-paragraph, and one essay assignment. The overall trend from my first semester here at Trinity, nevertheless, mirrors what happened this past semester with just one exception: my students this semester ended with higher average overall rubric scores. I attribute this change to two things: first, I have now been here over a year and am likely teaching this student population more effectively, and, second, the changes made in the syllabus scaffold this past summer give students more opportunities to build their essay-writing skills.

Further supporting the overall trend of growth this semester is the following chart, which represents the average individual rubric scores for the first, middle, and final assignment from the semester:

Figure 13: ENGL 105S.4/5/LC1 Sampling of Average Rubric Scores Across the Semester

These averages show general improvement in rubric scores from the first to the middle assignment and again from the middle to the final assignment. A few trends are interesting to note here. First, the highest scores across the semester were in Evidence and Concept. The lowest (or tied for lowest) scores were in Organization. These trends suggest that our students have a fairly strong grasp of what to say and how to back it up but lack the ability to organize that material well. Therefore, our focus on organization throughout the semester not only is called for by our students’ abilities but also needs even further exploration as we revise the syllabus scaffold in the future. Next, students consistently on average scored better in Style than in Mechanics. Attention to sentence-level grammar, then, continues to be a serious need for these students, but the course seems to be addressing those needs to some degree as those average scores, too, rose by the end of the semester.

## MyWritingLab[[4]](#footnote-4)

Each of my sections interacted in a directed and sustained manner with Pearson’s MyWritingLab. All students were required to complete the Diagnostic Pre-Test; students had to complete all four sections of the Pre-Test before the program would allow access to any homework activities, and I also told students that I would not count any earned grades toward their course grade until the diagnostic was completed. At the end of the semester, all of my students took the Diagnostic Post-Test as well. The Diagnostic Post-Test consisted of the same four sections as the Pre-Test. While I did not count the scores students earned on this test toward their final grade, I told students that their final essay would not be graded until they had completed all four sections of the online test. I also incentivized the Post-Test by telling students that a strong Post-Test score could help weak rubric scores in the Style and Mechanics components of their final essays. (For the full semester assignment, please see Appendix 5.)

The Diagnostic Pre- and Post-Tests contain four separate testing sections, each of which is scored out of 100:

* Sentence Grammar
* Punctuation and Mechanics
* Usage and Style
* Basic Grammar

In comparing the Pre- and Post-Test data sets, a few things are notable, as can be seen in the following chart:

Figure 14: ENGL 105S.4/5/LC1 Average MyWritingLab Diagnostic Pre- and Post-Test Scores

First, my ENGL 105S students, on average, scored the highest in the Pre- and Post-Tests in Usage and Style. Given the data from the previous section regarding higher Style rubric scores than Mechanics rubric scores, this result is not surprising. Next, the lowest scores in both the Pre- and Post-Tests occurred in Sentence Grammar. For the Pre-Test, the difference between Sentence Grammar and the next lowest score (Basic Grammar) was 19.5 points, which is a significant difference. By the end of the semester, however, the gap between Sentence Grammar and the next lowest score (Punctuation and Mechanics) had narrowed to just 8 points.

In that vein, looking at the average percent changes for the Pre- and Post-Test scores for my three sections is revealing:

Figure 15: ENGL 105S.4/5/LC1 Percent Changes in Average Diagnostic Pre- and Post-Test Scores

On average, students showed a 23.3% increase in their MyWritingLab scores by the end of the semester, which is an impressive shift. More impressive, however, is the 56.2% increase in their Sentence Grammar scores. Even though it remained the lowest overall score in the Diagnostic Post-Test, Sentence Grammar was, by the end of the semester, a much less murky concept for my students.

These results are closely mirrored by the average percent changes recorded in the Fall of 2010:

Figure 16: Fall 2010 ENGL 105S and ENGL 105 Percent Changes in Average Diagnostic Pre- and Post-Test Scores

The data for this chart come from my three Fall 2010 sections of ENGL 105S and a handful of ENGL 105 sections taught by fulltime and adjunct faculty. What I find noticeable here is that, with the exception of the scores in Sentence Grammar, my ENGL 105S averages from this Fall 2011 semester are lower in every category than they were for my sections in Fall 2010. Two things likely contributed to this shift: first, I required fewer sets to be completed at mastery level for each topic this semester than I did in Fall 2010 (one as opposed to two), so students were directly interacting with each topic for less time, on average, this semester; and, second, I used the Friday lab periods this fall to deliberately interact with the content of that week’s MyWritingLab work. Students this semester thus received more direct instruction in Sentence Grammar than my students in Fall 2010 did.

With just one exception, in fact, all of my students showed growth this semester in their MyWritingLab scores:

Figure 17: Individual ENGL 105S.4/5/LC1 Students’ Diagnostic Pre- and Post-Test Overall Growth

The one student who lost ground by the end of the semester completed the Diagnostic Post-Test late and was thus hurrying (based on her time stamp within the program); she also completed the Post-Test before catching up on her overdue MyWritingLab homework topics, which were numerous. Discounting this one student, then, the data demonstrate that learning consistently took place within the MyWritingLab program.

What, exactly, is contained in that learning, nevertheless, remains unclear. Among the possibilities are:

* Students grasp MyWritingLab’s concepts and transfer those ideas into their own writing;
* Students grasp MyWritingLab’s concepts and do not transfer those ideas into their writing; and
* Students become increasingly comfortable with the program but do not actually achieve content learning.

All that can be presented right now in an attempt to sort out these possibilities is a comparison of the percent changes in MyWritingLab overall scores with Style and Mechanics rubric scores:

Figure 18: Comparison of Percent Changes in ENGL 105S.4/5/LC1 Students’ Rubric and MyWritingLab Scores

While students demonstrated greater growth in MyWritingLab scores than in rubric scores, the difference is not enormous. As noted by many studies on grammar and composition, transferring knowledge of grammar into written work is very difficult for college students. Although this chart demonstrates nothing relating to actual transference of knowledge, it could provide a baseline for future studies of our students and how their grammatical skills in their writing actually relate to their grammatical knowledge/scores in MyWritingLab.

# Recommendations

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

## Placement, Registration, and Policies

* Honoring the cap limit set for ENGL 105S and ENGL 105

The good news is that our cap limit for our pre-foundational courses meets the recommendations by the National Council of Teachers of English and the Conference on College Composition and Communication for basic writing courses: 15 students. The bad news is that we simply are not following that limit in registering first-year students. While attrition does help many of our sections meet the cap limit by the end of the Add/Drop period or the Withdrawal deadline, we should not be banking on attrition for these courses to meet the limit. Especially for these students—the most vulnerable of our writing students—we need to firmly honor the 15-student cap set for both ENGL 105S and ENGL 105. One-on-one professor-student interaction is very important for these students’ success, and every extra student in the classroom means that all of the students are receiving less attention.

* Standardizing placement based on Accuplacer Scores

As the data sets from this past semester demonstrate, our placement of ENGL 105S and ENGL 105 students, especially of those students who scored a 4 on the WritePlacer exam, was haphazard. In fairness to all of our students, this process needs to be more equitable and clear. Furthermore, the passing rates for those students who scored a 4 suggest that we need to reexamine our cut scores for ENGL 105S and ENGL 105. In the coming months, I will examine the data sets from the past few semesters and Spring 2012 more closely to see how our cut scores might be revised to serve all of our students more beneficially.

* Retaining the pre-foundational attendance policy

Our attendance policy can seem draconian to students, but the data continue to show that students who attend class more regularly have a greater chance of passing their courses. As such, the pre-foundational attendance policy should be kept in place because it helps motivate students to come to class. At the same time, however, we should have a discussion about the options available to pre-foundational professors when students who have violated the policy would have otherwise passed the course.

* Implementing a WA (or R) grade

As all of these writing courses are pre-foundational, students could benefit greatly by sitting through the class meetings and continuing to do homework even after their absences, low scores, and/or missing formal assignments have made it mathematically impossible for them to pass the course. As such, I suggest that we implement a WA (or R) grade that would allow students to continue attending the course even after withdrawing. (This move would undoubtedly be even more helpful in the comparable MATH pre-foundational courses.)

## Course Design and Content

* Revising the ENGL 105 and ENGL 105S syllabus scaffold

At the end of Spring 2012, the syllabus scaffold will have been in use for a full academic year. I plan on examining its effectiveness across the other sections of ENGL 105S and all of the ENGL 105 sections this past fall as well as those forthcoming in the spring semester. I have received data sets for most of the sections for this past semester and will investigate them like I have investigated my data in this report. Based upon those findings, the syllabus scaffold should be adjusted as necessary for the Fall 2012 semester.

In a separate but related matter, many of the ENGL 105S and ENGL 105 instructors have complained about our textbook option(s). Having spoken particularly with fulltime faculty members about this issue, I think the program should consider developing an in-house textbook (or series of handouts) for ENGL 105S and ENGL 105. This option would certainly be cheaper for our students, who are currently spending around $90 for a book that many of our faculty find not very useful. Professor Bill Beverly has expressed particular interest in working on the development of the book/handouts, and I will be in contact with him in February about following through on this possibility.

* Designing a MyWritingLab study for Fall 2012

While students are consistently demonstrating some impressive gains in their MyWritingLab work, the connections between that work and the students’ actual mechanical and stylistic skills are vague at best. I hope, then, to devise a study to take place in Fall 2012 whereby the relationship could be explored and understood more deeply. At this point, I believe I would like to run at least two of my Fall 2012 sections without MyWritingLab in order to have a control group to compare to the MyWritingLab experimental groups. This online program can be quite expensive (up to $40) for our pre-foundational students, so understanding its actual intellectual worth will help us decide if the program is something we want to continue asking our students to purchase and interact with.

## Program Design

* Assessing the First and Last Day Writing Samples

I have not had enough time to tackle the normative scoring of the writing samples from this past semester or the 2010-2011 academic year. This project is at the top of my “to-do” list, however, upon my return in February. I hope to enlist both Scott Swinney (Writing Center Director) and Jennifer Rivers (interim Writing Specialist) in this task. Ultimately, the data collected from our as-yet-unscored Writing Samples will probably be the most helpful in terms of assessing the longitudinal outcomes of the writing program as a whole.

* Hiring a second Writing Specialist

As this semester’s placement numbers indicated, we simply are not offering enough sections of ENGL 105S right now. We should have offered four more sections on top of the record-setting six that we did offer this past semester. We are also hiring many adjuncts to teach ENGL 105, and their dedication and adherence to our standards have been called into question by the data in this report. Having a second Writing Specialist would help not only in staffing these varying sections of pre-foundational writing but also in dividing up some of the administrative tasks that are part of this job. With another specialist, some of the longer and bigger projects can be tackled more easily during the semesters rather than waiting for breaks.

Considering that Fall 2011 was the first semester for standardization across the pre-foundational writing courses in CAS, the data and results look fairly positive so far. I am excited to return in February to continue shaping and growing the program so that it can better serve our 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]

## Appendix 2: Accuplacer Scores for ENGL 105 and ENGL 105S Students

| **Student** | **Course** | **Section** | **WritePlacer** | **Reading Comprehension[[5]](#footnote-5)** | **End-Semester Grade** |
| --- | --- | --- | --- | --- | --- |
| 1 | ENGL 105 | 7 | 2 |  | B |
| 2 | ENGL 105 | 8 | 2 |  | C |
| 3 | ENGL 105 | 5 | 3 |  | F |
| 4 | ENGL 105 | 6 | 3 |  | C |
| 5 | ENGL 105 | LC1 | 3 |  | F |
| 6 | ENGL 105 | LC1 | 3 |  | F |
| 7 | ENGL 105 | 1 | 4 | 69 | A |
| 8 | ENGL 105 | 1 | 4 | 48 | B |
| 9 | ENGL 105 | 1 | 4 | 47 | B |
| 10 | ENGL 105 | 1 | 4 | 65 | B- |
| 11 | ENGL 105 | 1 | 4 | 41 | B+ |
| 12 | ENGL 105 | 1 | 4 | 75 | F |
| 13 | ENGL 105 | 1 | 4 | 58 | F |
| 14 | ENGL 105 | 3 | 4 | 65 | B |
| 15 | ENGL 105 | 3 | 4 | 65 | B |
| 16 | ENGL 105 | 3 | 4 | 59 | B- |
| 17 | ENGL 105 | 3 | 4 | 62 | B- |
| 18 | ENGL 105 | 3 | 4 | 30 | F |
| 19 | ENGL 105 | 4 | 4 | 54 | A |
| 20 | ENGL 105 | 4 | 4 | 101 | A |
| 21 | ENGL 105 | 4 | 4 | 77 | A |
| 22 | ENGL 105 | 4 | 4 | 57 | B+ |
| 23 | ENGL 105 | 4 | 4 | 75 | C+ |
| 24 | ENGL 105 | 4 | 4 | 56 | C+ |
| 25 | ENGL 105 | 4 | 4 | 56 | F |
| 26 | ENGL 105 | 5 | 4 | 59 | A |
| 27 | ENGL 105 | 5 | 4 | 71 | C |
| 28 | ENGL 105 | 5 | 4 | 47 | C |
| 29 | ENGL 105 | 5 | 4 | 63 | C |
| 30 | ENGL 105 | 5 | 4 | 28 | F |
| 31 | ENGL 105 | 5 | 4 | 69 | F |
| 32 | ENGL 105 | 5 | 4 | 57 | F |
| 33 | ENGL 105 | 5 | 4 | 64 | F |
| 34 | ENGL 105 | 5 | 4 | 73 | W |
| 35 | ENGL 105 | 5 | 4 | 73 | W |
| 36 | ENGL 105 | 6 | 4 | 75 | C |
| 37 | ENGL 105 | 6 | 4 | 63 | F |
| 38 | ENGL 105 | 7 | 4 | 84 | B- |
| 39 | ENGL 105 | 7 | 4 | 62 | B+ |
| 40 | ENGL 105 | 7 | 4 | 72 | C+ |
| 41 | ENGL 105 | 7 | 4 | 73 | C+ |
| 42 | ENGL 105 | 7 | 4 | 65 | F |
| 43 | ENGL 105 | 8 | 4 | 66 | A- |
| 44 | ENGL 105 | 8 | 4 | 59 | B- |
| 45 | ENGL 105 | 8 | 4 | 66 | B- |
| 46 | ENGL 105 | 8 | 4 | 57 | B+ |
| 47 | ENGL 105 | 8 | 4 | 64 | B+ |
| 48 | ENGL 105 | 8 | 4 | 35 | C+ |
| 49 | ENGL 105 | 8 | 4 | 54 | C+ |
| 50 | ENGL 105 | 8 | 4 | 33 | F |
| 51 | ENGL 105 | 8 | 4 | 81 | F |
| 52 | ENGL 105 | 8 | 4 | 83 | F |
| 53 | ENGL 105 | 8 | 4 | 80 | F |
| 54 | ENGL 105 | 9 | 4 | 76 | B- |
| 55 | ENGL 105 | 9 | 4 | 69 | B- |
| 56 | ENGL 105 | 9 | 4 | 102 | C+ |
| 57 | ENGL 105 | 9 | 4 | 53 | C+ |
| 58 | ENGL 105 | 9 | 4 | 74 | F |
| 59 | ENGL 105 | 10 | 4 | 101 | A- |
| 60 | ENGL 105 | 10 | 4 | 82 | B |
| 61 | ENGL 105 | 10 | 4 | 55 | F |
| 62 | ENGL 105 | LC1 | 4 | 53 |   |
| 63 | ENGL 105 | LC1 | 4 | 97 | B- |
| 64 | ENGL 105 | LC1 | 4 |   | B+ |
| 65 | ENGL 105 | LC1 | 4 | 54 | C+ |
| 66 | ENGL 105 | LC1 | 4 | 61 | C+ |
| 67 | ENGL 105 | LC1 | 4 | 42 | C+ |
| 68 | ENGL 105 | LC1 | 4 | 54 | F |
| 69 | ENGL 105 | LC1 | 4 | 66 | F |
| 70 | ENGL 105 | LC1 | 4 | 41 | F |
| 71 | ENGL 105 | 1 | 5 |   | A |
| 72 | ENGL 105 | 1 | 5 |   | A |
| 73 | ENGL 105 | 1 | 5 |   | A- |
| 74 | ENGL 105 | 1 | 5 |   | A- |
| 75 | ENGL 105 | 1 | 5 |   | B |
| 76 | ENGL 105 | 1 | 5 |   | B |
| 77 | ENGL 105 | 1 | 5 |   | B+ |
| 78 | ENGL 105 | 1 | 5 |   | C |
| 79 | ENGL 105 | 1 | 5 |   | F |
| 80 | ENGL 105 | 3 | 5 |   | A |
| 81 | ENGL 105 | 3 | 5 |   | A- |
| 82 | ENGL 105 | 3 | 5 |   | A- |
| 83 | ENGL 105 | 3 | 5 |   | A- |
| 84 | ENGL 105 | 3 | 5 |   | B- |
| 85 | ENGL 105 | 3 | 5 |   | B- |
| 86 | ENGL 105 | 3 | 5 |  | C |
| 87 | ENGL 105 | 3 | 5 |   | C |
| 88 | ENGL 105 | 3 | 5 |   | F |
| 89 | ENGL 105 | 3 | 5 |   | F |
| 90 | ENGL 105 | 3 | 5 |   | F |
| 91 | ENGL 105 | 4 | 5 |   | A |
| 92 | ENGL 105 | 4 | 5 |  | A |
| 93 | ENGL 105 | 4 | 5 |   | A- |
| 94 | ENGL 105 | 4 | 5 |   | B |
| 95 | ENGL 105 | 4 | 5 |   | B+ |
| 96 | ENGL 105 | 4 | 5 |  | C |
| 97 | ENGL 105 | 4 | 5 |   | C+ |
| 98 | ENGL 105 | 4 | 5 |   | C+ |
| 99 | ENGL 105 | 4 | 5 |   | F |
| 100 | ENGL 105 | 5 | 5 |   | B |
| 101 | ENGL 105 | 5 | 5 |   | C |
| 102 | ENGL 105 | 5 | 5 |   | C |
| 103 | ENGL 105 | 5 | 5 |  | F |
| 104 | ENGL 105 | 6 | 5 |  | A |
| 105 | ENGL 105 | 6 | 5 |   | A |
| 106 | ENGL 105 | 6 | 5 |   | B+ |
| 107 | ENGL 105 | 6 | 5 |   | F |
| 108 | ENGL 105 | 6 | 5 |   | F |
| 109 | ENGL 105 | 6 | 5 |   | F |
| 110 | ENGL 105 | 7 | 5 |   | A |
| 111 | ENGL 105 | 7 | 5 |   | B |
| 112 | ENGL 105 | 7 | 5 |   | B |
| 113 | ENGL 105 | 7 | 5 |   | B+ |
| 114 | ENGL 105 | 7 | 5 |   | B+ |
| 115 | ENGL 105 | 7 | 5 |   | C+ |
| 116 | ENGL 105 | 7 | 5 |   | F |
| 117 | ENGL 105 | 7 | 5 |   | F |
| 118 | ENGL 105 | 8 | 5 |   | A |
| 119 | ENGL 105 | 8 | 5 |   | B |
| 120 | ENGL 105 | 8 | 5 |   | C |
| 121 | ENGL 105 | 8 | 5 |   | F |
| 122 | ENGL 105 | 8 | 5 |   | F |
| 123 | ENGL 105 | 9 | 5 |   | A- |
| 124 | ENGL 105 | 9 | 5 |   | B- |
| 125 | ENGL 105 | 9 | 5 |   | B- |
| 126 | ENGL 105 | 9 | 5 |   | B- |
| 127 | ENGL 105 | 9 | 5 |   | B- |
| 128 | ENGL 105 | 9 | 5 |   | C+ |
| 129 | ENGL 105 | 9 | 5 |   | C+ |
| 130 | ENGL 105 | 9 | 5 |   | F |
| 131 | ENGL 105 | 9 | 5 |   | W |
| 132 | ENGL 105 | 10 | 5 |   | A- |
| 133 | ENGL 105 | 10 | 5 |   | B- |
| 134 | ENGL 105 | 10 | 5 |   | B+ |
| 135 | ENGL 105 | 10 | 5 |   | C |
| 136 | ENGL 105 | 10 | 5 |   | C |
| 137 | ENGL 105 | 10 | 5 |   | C |
| 138 | ENGL 105 | 10 | 5 |   | C |
| 139 | ENGL 105 | 10 | 5 |   | C+ |
| 140 | ENGL 105 | 10 | 5 |   | F |
| 141 | ENGL 105 | 10 | 5 |   | F |
| 142 | ENGL 105 | 10 | 5 |   | F |
| 143 | ENGL 105 | 10 | 5 |   | F |
| 144 | ENGL 105 | 10 | 5 |  | F |
| 145 | ENGL 105 | LC1 | 5 |   | B+ |
| 146 | ENGL 105 | LC1 | 5 |   | B+ |
| 147 | ENGL 105 | LC1 | 5 |   | C |
| 148 | ENGL 105 | LC1 | 5 |   | F |
| 149 | ENGL 105 | 3 | 6 |   | A |
| 150 | ENGL 105 | 6 | 6 |   | A |
| 151 | ENGL 105 | 6 | 6 |   | B |
| 152 | ENGL 105 | 7 | 6 |   | B+ |
| 153 | ENGL 105 | 7 | 6 |   | C |
| 154 | ENGL 105 | 8 | 6 |   | A- |
| 155 | ENGL 105 | 10 | 6 |   | B |
| 156 | ENGL 105 | 1 |   |   | A |
| 157 | ENGL 105 | 3 |   |   | C |
| 158 | ENGL 105 | LC1 |   |   | C |
| 159 | ENGL 105S | 1 | 1 |   | F |
| 160 | ENGL 105S | 1 | 1 |   | F |
| 161 | ENGL 105S | 2 | 1 |   | F |
| 162 | ENGL 105S | 3 | 1 |   | C+ |
| 163 | ENGL 105S | 4 | 1 |   | W |
| 164 | ENGL 105S | 5 | 1 |   | C |
| 165 | ENGL 105S | 5 | 1 |   | W |
| 166 | ENGL 105S | LC1 | 1 |   | C+ |
| 167 | ENGL 105S | 1 | 2 |   | B |
| 168 | ENGL 105S | 1 | 2 |   | F |
| 169 | ENGL 105S | 1 | 2 |   | F |
| 170 | ENGL 105S | 3 | 2 |   | B |
| 171 | ENGL 105S | 3 | 2 |   | B- |
| 172 | ENGL 105S | 4 | 2 |   | B+ |
| 173 | ENGL 105S | 4 | 2 |   | W |
| 174 | ENGL 105S | 5 | 2 |   | A- |
| 175 | ENGL 105S | 5 | 2 |   | C |
| 176 | ENGL 105S | 5 | 2 |   | F |
| 177 | ENGL 105S | LC1 | 2 |   | C |
| 178 | ENGL 105S | LC1 | 2 |   | F |
| 179 | ENGL 105S | 1 | 3 |   | A- |
| 180 | ENGL 105S | 2 | 3 |   | B |
| 181 | ENGL 105S | 2 | 3 |   | B- |
| 182 | ENGL 105S | 2 | 3 |   | F |
| 183 | ENGL 105S | 2 | 3 |   | F |
| 184 | ENGL 105S | 3 | 3 |   | B |
| 185 | ENGL 105S | 3 | 3 |   | B- |
| 186 | ENGL 105S | 3 | 3 |   | C |
| 187 | ENGL 105S | 3 | 3 |   | C |
| 188 | ENGL 105S | 3 | 3 |  | F |
| 189 | ENGL 105S | 4 | 3 |   | B |
| 190 | ENGL 105S | 4 | 3 |   | B |
| 191 | ENGL 105S | 4 | 3 |   | B- |
| 192 | ENGL 105S | 4 | 3 |   | B- |
| 193 | ENGL 105S | 4 | 3 |   | C |
| 194 | ENGL 105S | 4 | 3 |   | C |
| 195 | ENGL 105S | 4 | 3 |   | F |
| 196 | ENGL 105S | 5 | 3 |   | B- |
| 197 | ENGL 105S | 5 | 3 |   | C |
| 198 | ENGL 105S | 5 | 3 |   | F |
| 199 | ENGL 105S | 5 | 3 |   | F |
| 200 | ENGL 105S | 5 | 3 |   | W |
| 201 | ENGL 105S | LC1 | 3 |   | A- |
| 202 | ENGL 105S | LC1 | 3 |   | B- |
| 203 | ENGL 105S | LC1 | 3 |   | B+ |
| 204 | ENGL 105S | LC1 | 3 |   | C |
| 205 | ENGL 105S | 1 | 4 | 62 | B |
| 206 | ENGL 105S | 1 | 4 | 59 | B- |
| 207 | ENGL 105S | 1 | 4 | 82 | B- |
| 208 | ENGL 105S | 1 | 4 | 60 | C |
| 209 | ENGL 105S | 1 | 4 | 47 | C |
| 210 | ENGL 105S | 1 | 4 | 27 | C+ |
| 211 | ENGL 105S | 1 | 4 | 50 | F |
| 212 | ENGL 105S | 1 | 4 | 51 | F |
| 213 | ENGL 105S | 1 | 4 | 77 | F |
| 214 | ENGL 105S | 1 | 4 | 53 | NG |
| 215 | ENGL 105S | 1 | 4 | 50 | W |
| 216 | ENGL 105S | 1 | 4 | 63 | W |
| 217 | ENGL 105S | 1 | 4 | 30 | W |
| 218 | ENGL 105S | 2 | 4 | 71 | A- |
| 219 | ENGL 105S | 2 | 4 | 67 | A- |
| 220 | ENGL 105S | 2 | 4 | 64 | B |
| 221 | ENGL 105S | 2 | 4 | 77 | B- |
| 222 | ENGL 105S | 2 | 4 | 73 | C |
| 223 | ENGL 105S | 2 | 4 | 61 | C+ |
| 224 | ENGL 105S | 2 | 4 | 87 | C+ |
| 225 | ENGL 105S | 2 | 4 | 71 | F |
| 226 | ENGL 105S | 2 | 4 | 50 | F |
| 227 | ENGL 105S | 2 | 4 | 72 | F |
| 228 | ENGL 105S | 2 | 4 | 68 | W |
| 229 | ENGL 105S | 2 | 4 | 32 | W |
| 230 | ENGL 105S | 3 | 4 | 89 | A- |
| 231 | ENGL 105S | 3 | 4 | 95 | A- |
| 232 | ENGL 105S | 3 | 4 | 67 | B |
| 233 | ENGL 105S | 3 | 4 | 81 | B- |
| 234 | ENGL 105S | 3 | 4 | 73 | B- |
| 235 | ENGL 105S | 3 | 4 | 50 | F |
| 236 | ENGL 105S | 3 | 4 | 78 | F |
| 237 | ENGL 105S | 3 | 4 | 33 | F |
| 238 | ENGL 105S | 4 | 4 | 52 | B |
| 239 | ENGL 105S | 4 | 4 | 69 | B- |
| 240 | ENGL 105S | 4 | 4 | 60 | B+ |
| 241 | ENGL 105S | 4 | 4 | 77 | B+ |
| 242 | ENGL 105S | 4 | 4 | 40 | F |
| 243 | ENGL 105S | 4 | 4 | 74 | W |
| 244 | ENGL 105S | 5 | 4 | 54 | B |
| 245 | ENGL 105S | 5 | 4 | 69 | B- |
| 246 | ENGL 105S | 5 | 4 | 78 | B+ |
| 247 | ENGL 105S | 5 | 4 | 42 | C+ |
| 248 | ENGL 105S | 5 | 4 | 58 | F |
| 249 | ENGL 105S | LC1 | 4 | 65 | A |
| 250 | ENGL 105S | LC1 | 4 | 43 | A- |
| 251 | ENGL 105S | LC1 | 4 | 45 | B |
| 252 | ENGL 105S | LC1 | 4 | 66 | B+ |
| 253 | ENGL 105S | LC1 | 4 | 49 | C+ |
| 254 | ENGL 105S | LC1 | 4 | 58 | F |
| 255 | ENGL 105S | LC1 | 4 | 31 | F |
| 256 | ENGL 105S | 2 | 5 | 41 | W |
| 257 | ENGL 105S | 3 | 5 | 86 | B+ |
| 258 | ENGL 105S | 4 | 5 | 31 | F |
| 259 | ENGL 105S | 1 |   | 28 | W |
| 260 | ENGL 105S | 2 |   |   | F |

## Appendix 3: Writing Sample Prompt

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**Writing Sample**

**Engl 105S/105/107**

**Fall 2011**

Instructions:

In response to the topic and questions below, write an essay that develops a thesis, uses a clear structure, and provides sufficient and relevant evidence.

Your purpose is to persuade Trinity’s academic community that your position is correct.

You will have 30 minutes to plan, draft, revise, and edit your essay.

Put your name and your course and section number on the ***back*** of your blue book or each sheet of paper you use—no identifying personal marks should appear on the sides of pages where you write the essay.

Topic:

Imagine that you were given three months and unlimited resources to make a change in the world.

* What one cause would you adopt? Why would you choose this particular cause?
* What goals would you hope to accomplish during the three months to help the cause?
* Why is this cause more worthy of your attention than other causes?

As you construct and defend your thesis based on some or all of these questions, consider any long-term effects or larger consequences for the ideas that you discuss.

## Appendix 4: English Program Rubric for CAS Composition Essays

Revised 10/2010

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Essay Structure | Sentence-Level | Contextualization (Rhetorical Situation) |
| 4Exceptional | Essay meets the goals for ENGL 107 in a superior way. | Essay is largely free of major and minor errors in grammar and mechanics. | Essay meets goals for ENGL 107 in a superior way. |
| 3Average | Essay offers a thesis which provides for some development; development and support are evident; essay shows some organization through linked paragraphs; essay shows some focus, unity and coherence.  | Essay reveals an understanding of the conventions of edited English and the use of varied sentence structure. Errors in spelling, usage, mechanics, and grammar do not seriously undermine the effectiveness of the essay. | Essay responds to question posed with some reflection and analysis; it demonstrates a strong sense of purpose and tone.  |
| 2Below Average | Thesis does not adequately guide the development of the essay; development and support are not sustained; essay may not use, divide, or link paragraphs effectively; essay lacks clear focus and needs to build in more unity and coherence. | Essay contains numerous errors in sentence structure, spelling, usage, grammar, and mechanics so as to undermine the essay's content and the ability of the reader to grasp the content.  | Essay clearly responds to the question posed but lacks reflection and analysis; it needs improvement in purpose and tone |
| 1Poor | Essay reveals need for substantial work in use of a strong thesis; in effective organization and development; and in focus, unity, and coherence | Essay reveals need for substantial review of grammar and mechanics  | Essay is not clearly and appropriately responsive to the question posed; it pays inadequate attention to purpose and tone.  |
| Students with a score of 1 in this column should be placed in English 105S. |

|  |  |
| --- | --- |
| ***Essay Score***  | ***CAS ENGL Placement*** |
| 0-4 | 105S |
| 5-7 | 105 |
| 8+ | 107 |

## Appendix 5: Materials for Sarah Wilson’s ENGL 105S Sections

### Section Averages and Anonymous Rosters with Accuplacer Scores, Attendance Numbers, and Grades

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Accuplacer** | **Absences** | **Mid-Term** | **Final Grade** |
| ***WritePlacer*** | ***Reading Skills*** | ***Absent*** | ***Late*** | ***Total*** | ***Grade*** | ***%*** | ***Grade*** | ***%*** |
| *4* | *3.1* | *53.4* | *4.0* | *0.2* | *4.2* | *C* | *72.6* | *C+* | *77.1* |
| *5* | *2.9* | *59.9* | *6.1* | *0.6* | *6.7* | *D* | *66.3* | *C* | *73.2* |
| *LC1* | *3.2* | *50.1* | *2.0* | *0.4* | *2.4* | *C+* | *78.1* | *C+* | *78.1* |
| **OVERALL** | ***3.0*** | ***54.5*** | ***4.0*** | ***0.4*** | ***4.4*** | ***C*** | ***72.2*** | ***C*** | ***76.2*** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section** | **Student** | **Accuplacer** | **Absences** | **Mid-Term** | **Final Grade** |
| ***WritePlacer*** | ***Reading Skills*** | ***Absent*** | ***Late*** | ***Total*** | ***Grade*** | ***%*** | ***Grade*** | ***%*** |
| *4* | 1 | 2 | 57 | 0 | 0 | 0 | B | 85 | B+ | 88 |
| 2 | 3 | 36 | 0 | 1 | 1 | C | 75 | C | 75 |
| 3 | 4 | 40 | 24 | 0 | 24 | F | 55 | F | 55 |
| 4 | 4 | 60 | 0 | 0 | 0 | B | 85 | B+ | 88 |
| 5 | 3 | 52 | 0 | 0 | 0 | C+ | 78 | B- | 82 |
| 6 | 3 | 53 | 1 | 0 | 1 | B- | 82 | B- | 82 |
| 7 | 4 | 74 |   |   |   | F | 55 | W |   |
| 8 | 3 | 64 | 3 | 0 | 3 | C | 75 | C | 75 |
| 9 | 2 | 31 | 3 | 0 | 3 | F | 55 | F | 55 |
| 10 | 4 | 69 | 2 | 0 | 2 | B | 85 | B- | 82 |
| 11 | 3 | 47 | 1 | 0 | 1 | B+ | 88 | B | 85 |
| 12 | 1 | 27 |   |   |   | F | 55 | W |   |
| 13 | 3 | 65 | 19 | 0 | 19 | F | 55 | F | 55 |
| 14 | 2 | 67 |   |   |   | F | 55 | W |   |
| 15 | 3 | 37 | 1 | 0 | 1 | B+ | 88 | B | 85 |
| 16 | 4 | 52 | 1 | 2 | 3 | B+ | 88 | B | 85 |
| 17 | 4 | 77 | 1 | 0 | 1 | C | 75 | B+ | 88 |
| *Average* | *3.1* | *53.4* | *4.0* | *0.2* | *4.2* | *C* | *72.6* | *C+* | *77.1* |
| **Section** | **Student** | **Accuplacer** | **Absences** | **Mid-Term** | **Final Grade** |
| ***WritePlacer*** | ***Reading Skills*** | ***Absent*** | ***Late*** | ***Total*** | ***Grade*** | ***%*** | ***Grade*** | ***%*** |
| *5* | 18 | 1 | 49 | 4 | 0 | 4 | F | 55 | C | 75 |
| 19 | 3 | 56 | 9 | 0 | 9 | F | 55 | F | 55 |
| 20 | 4 | 54 | 6 | 0 | 6 | F | 55 | B | 85 |
| 21 | 4 | 42 | 6 | 0 | 6 | B | 85 | C+ | 78 |
| 22 | 3 | 72 |   |   |   | F | 55 | W |   |
| 23 | 3 | 72 | 6 | 0 | 6 | F | 55 | F | 55 |
| 24 | 4 | 58 | 14 | 2 | 16 | F | 55 | F | 55 |
| 25 | 2 | 83 | 12 | 1 | 13 | C | 75 | F | 55 |
| 26 | 4 | 78 | 2 | 1 | 3 | B | 85 | B+ | 88 |
| 27 | 3 | 56 | 3 | 0 | 3 | F | 55 | C | 75 |
| 28 | 2 | 77 | 0 | 0 | 0 | B+ | 88 | A- | 92 |
| 29 | 3 | 43 | 5 | 3 | 8 | C+ | 78 | B- | 82 |
| 30 | 1 | 45 |   |   |   | F | 55 | W |   |
| 31 | 4 | 69 | 6 | 1 | 7 | B+ | 88 | B- | 82 |
| 32 | 2 | 45 | 6 | 0 | 6 | F | 55 | C | 75 |
| *Average* | *2.9* | *59.9* | *6.1* | *0.6* | *6.7* | *D* | *66.3* | *C* | *73.2* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section** | **Student** | **Accuplacer** | **Absences** | **Mid-Term** | **Final Grade** |
| *WritePlacer* | *Reading Skills* | *Absent* | *Late* | *Total* | *Grade* | *%* | *Grade* | *%* |
| *LC1* | 33 | 4 | 49 | 0 | 0 | 0 | C | 75 | C+ | 78 |
| 34 | 4 | 58 | 13 | 0 | 13 | B- | 82 | F | 55 |
| 35 | 4 | 66 | 0 | 0 | 0 | B+ | 88 | B+ | 88 |
| 36 | 4 | 31 | 0 | 3 | 3 | F | 55 | F | 55 |
| 37 | 3 | 38 | 3 | 0 | 3 | C | 75 | C | 75 |
| 38 | 2 | 58 | 0 | 0 | 0 | F | 55 | F | 55 |
| 39 | 4 | 45 | 0 | 0 | 0 | B- | 82 | B | 85 |
| 40 | 4 | 65 | 0 | 0 | 0 | A- | 92 | A | 95 |
| 41 | 3 | 75 | 5 | 0 | 5 | B+ | 88 | B+ | 88 |
| 42 | 3 | 68 | 1 | 0 | 1 | B | 85 | A- | 92 |
| 43 | 2 | 36 | 4 | 1 | 5 | C | 75 | C | 75 |
| 44 | 1 | 43 | 0 | 1 | 1 | C+ | 78 | C+ | 78 |
| 45 | 4 | 43 | 0 | 0 | 0 | B | 85 | A- | 92 |
| 46 | 3 | 27 | 2 | 0 | 2 | C+ | 78 | B- | 82 |
| *Average* | *3.2* | *50.1* | *2.0* | *0.4* | *2.4* | *C+* | *78.1* | *C+* | *78.1* |

### Syllabus



**College of Arts and Sciences**

**Fall 2011**

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

4 credits

Section 4, TR 9:00am – 10:15am (Main 248) & F 10:00am – 10:50am (Main 230)

Section 5, TR 12:00pm – 1:15pm (Main 248) & F 11:00am – 11:50am (Main 230)

Section LC1, TR 1:30pm – 2:45pm (Main 248) & F 1:00pm – 1:50pm (Main 230)

|  |  |
| --- | --- |
| **Professor:** | Sarah Bartlett Wilson |
| **Office:** | Main 208 |
| **E-mail:** | wilsonsa@trinitydc.edu |
| **Phone:** | 202-884-9297 |
| **Office Hours:** | Mondays: Tuesdays: Wednesdays:  | 9:00am – 12:00pm3:00pm – 4:30pm12:30pm – 3:00pm |
|  | Other 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.

An 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.

Any classwork (including response writings and quizzes) that you miss due to absences or late arrivals cannot be made up for any reason.

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 32 of our 40 class meetings. Students with a serious illness or other emergency should contact Jennifer Claiborne, CAS Academic Advisor, for information about the Triage Program: claibornejen@trinitydc.edu; 202/884.9279.

“**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. Students who text during class will be asked to leave. 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**

*This schedule is subject to change. All changes will be posted to Moodle. Note, in particular, that many short writing homework assignments will be added as we move through the course and its ideas.*

| **Week** | **Date** | **Topics Covered** | **Reading Assignment(s)** | **Assignment(s) Due** |
| --- | --- | --- | --- | --- |
| 1 | 8/25 | In-Class Writing Sample SyllabusMyWritingLab Sign-InThe Writing Process | Chapter 1, through p. 19 |  |
| 8/26 | MyWritingLab ReviewIntroduction to Style |  | Log On:* Moodle
* MWL
 |
| 2 | 8/30 | Paragraph StructuresTopic SentencesParagraph DetailsResponse Writing | Chapter 1, to end“Getting Carded,” p. 599 | MWL: * Diagnostic Pre-Tests
 |
| 9/1 | Illustration as Paragraph PatternResponse WritingLearning Styles Survey | Chapter 2“Spanglish,” p. 603 |  |
| 9/2 | MWL TopicsPlaying with Style |  | MWL:* Subjects & Verbs
* Combining Sentences
 |
|  | ***Wednesday, 8/31: Add/Drop Deadline*** |
| 3 | 9/6 | Drafting |  | Illustration Paragraph Topic Sentences |
| 9/8 | Workshopping |  | Illustration Paragraph Draft |
| 9/9 | MWL TopicsPlaying with Style |  | MWL:* Tense
* Consistent Verb Tense & Active Voice
* Subject-Verb Agreement
 |
| 4 | 9/13 | Description as Paragraph PatternResponse Writing | Chapter 3“A Present for Popo,” p. 607 | **Illustration Paragraph\*** |
| 9/15 | Study Skills (Dr. LaBoone)Topic Development |  |  |
| 9/16 | MWL TopicsPlaying with Style |  | MWL:* Run-Ons
* Fragments
 |
| 5 | 9/20 | Workshopping Revision |  | Description Paragraph Draft |
| 9/22 | Narration as Paragraph PatternResponse Writing | Chapter 4“The Good Father,” p. 610 | **Description Paragraph\*** |
| 9/23 | MWL TopicsPlaying with Style |  | MWL:* Pronoun Case
* Pronoun Reference & Point of View
* Pronoun Antecedent Agreement
 |
| 6 | 9/27 | Individual Conferences: No class meetings—Come to scheduled meeting in Main 208.  | Narration Paragraph Draft due at meeting. |
| 9/29 |
| 9/30 | MWL Topic RewindPlaying with Style |  |  |
| 7 | 10/4 | 2-Paragraph StructuresProcess as Paragraph PatternResponse Writing | Chapter 5“Breath of Life,” p. 614 | **Narration Paragraph *(30 Minutes, In-Class)*\*** |
| 10/6 | Workshopping |  | Process Paragraph Drafts |
| 10/7 | MWL TopicsPlaying with Style |  | MWL:* Parallelism
* Sentence Structure
 |
| 8 | 10/11 | Workshopping |  | Process Paragraphs Drafts |
| 10/13 | Comparison & Contrast as Paragraph PatternResponse Writing | Chapter 6“Honesty and Dishonesty,” p. 617 | **Process Paragraphs\*** |
| 10/14 | MWL TopicsPlaying with Style |  | MWL:* Varying Sentence Structure
* Misplaced or Dangling Modifiers
 |
|  | ***Wednesday, 10/12: Mid-Term Grades*** |
| 9 | 10/18 | From Outlines to Drafts |  | Comparison & Contrast Paragraphs Outline |
| 10/20 | Workshopping |  | Comparison & Contrast Paragraphs Draft  |
| 10/21 | MWL TopicsPlaying with Style |  | MWL:* Final Punctuation
* Commas
 |
| 10 | 10/25 | Classification as Paragraph PatternResponse Writing | Chapter 7“Three Disciplines for Children,” p. 620 | **Comparison & Contrast Paragraphs\*** |
| 10/27 | Timed Writing II Essay Structures I |  |  |
| 10/28 | MWL TopicsPlaying with Style |  | MWL:* Apostrophes
* Quotation Marks
 |
| 11 | 11/1 | Essay Structures IIDefinition as Paragraph Pattern Response Writing | Chapter 8“Breaking the Bonds of Hate,” p. 624 | **Classification Paragraphs *(30 Minutes, In-Class)*\*** |
| 11/3 | Workshopping |  | Definition Essay Draft |
| 11/4 | MWL TopicsPlaying with Style |  | MWL:* 3 sections as directed by Diagnostic Pre-Test
 |
|  | ***Monday, 10/31: Registration for Spring 2012*** |
| 12 | 11/8 | Individual Conferences: No class meetings—Come to scheduled meeting in Main 208.  | **Definition Essay\*** due at meeting. |
| 11/10 |
| 11/11 | Playing with Style |  |  |
|  | ***Friday, 11/11: Withdrawal Deadline*** |
| 13 | 11/15 | Cause & Effect as Paragraph PatternResponse Writing | Chapter 9“Students in Shock,” p. 628 |  |
| 11/17 | Workshopping |  | Cause & Effect Essay Draft  |
| 11/18 | MWL TopicsPlaying with Style |  | MWL:* 3 more sections as directed by Diagnostic Pre-Test
 |
| 14 | 11/22 | Argument as Paragraph PatternResponse Writing | Chapter 10“Sidewalks Can Make a Town a Neighborhood,” p. 632 | **Cause & Effect Essay\*** |
| *11/24* | *Thanksgiving Break: No Class Meeting* |
| *11/25* |
| 15 | 11/29 | WorkshoppingCourse Evaluations |  | Argument Essay Draft #1MWL: * Diagnostic Post-Tests
 |
| 12/1 | Workshopping |  | Argument Essay Draft #2 |
| 12/2 | In-Class Writing Sample |  |  |
| Tuesday, 12/6: **Argument Essay\*** (bring to Main 208 by 3pm) |
|  | ***Tuesday, 12/13: Final Grades*** |
| ***\* Each of these 9 formal assignments must be submitted in order to pass the course.*** |

### MyWritingLab Assignment

**MyWritingLab Assignment**

**ENGL 105S**

Throughout this semester, you will be using MyWritngLab (MWL) as a way to understand more about how mechanics (often called “grammar”) and style impact everything that you write.

You will complete 4 distinct phases of work in MWL:

* at the very beginning of the semester, you will complete a four-part Diagnostic Pre-Test;
* in the first half of the semester, you will progress through a standardized set of MWL assignments;
* in the second half of the semester, you will progress through an individualized set of MWL assignments based upon your diagnostic pre-tests; and
* at the very end of the semester, you will complete a four-part Diagnostic Post-Test.

Because full and attentive completion of each stage is crucial to your success in this class, your course grades are connected to MWL in the following ways:

* No grades will be counted towards your overall grade point average until you have completed the Diagnostic Pre-Test.
* MWL assignments completed throughout the semester comprise 10% of your final grade. Only those assignments completed *at or above* Mastery scores (see below) will be counted towards this percentage of your final grade. Lower or missing scores will be entered as a “0.”
* Your final essay for the class will not be graded and added into your overall grade point average until you have completed the Diagnostic Post-Test.

For both the Diagnostic Pre- and Post-Tests, **you must complete all four sections**. Some of these sections will take a while, so plan accordingly! (They do not need to all be completed in the same sitting, but you still want to make sure you provide yourself with enough time to thoughtfully complete all four sections.)

For the standardized and individualized topics of MWL assignments, each topic will be considered “finished” when you have reached at least **the Mastery score level on one Recall set (at least 80% correct) and one Apply set (at least 72% correct)**. (If you run out of available sets before attaining a Mastery score, please email me immediately; I can reset the system to allow you access to more sets.)

**Schedule of Due Dates (Also available on the syllabus and on Moodle):**

|  |  |
| --- | --- |
| Tues, 8/30 | Diagnostic Pre-Tests |
| Fri, 9/2 | Subjects & VerbsCombining Sentences |
| Fri, 9/9 | TenseConsistent Verb Tense and Active VoiceSubject-Verb Agreement |
| Fri, 9/16 | Run-OnsFragments |
| Fri, 9/23 | Pronoun CasePronoun Reference and Point of ViewPronoun Antecedent Agreement |
| Fri, 10/7 | ParallelismSentence Structure |
| Fri, 10/14 | Varying Sentence Structure Misplaced or Dangling Modifiers |
| Fri, 10/21 | Final PunctuationCommas |
| Fri, 10/28 | ApostrophesQuotation Marks |
| Fri, 11/4 | 3 Sections as Directed from Diagnostic Pre-Test |
| Fri, 11/18 | 3 More Sections as Directed from Diagnostic Pre-Test |
| Tues, 11/29 | Diagnostic Post-Tests |

### Formal Assignments 1-8

**Formal Assignments 1-8**

**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 using a particular writing 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 as well as discussed and 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 Name

ENGL 105S

Professor Wilson

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

🢡 NB: 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:**

|  |  |  |  |
| --- | --- | --- | --- |
| T, 9/13 | Illustration | 1 Paragraph | ***15% of final grade*** |
| R, 9/22 | Description | 1 Paragraph |
| T, 10/4 | Narration ***(In-Class)*** | 1 Paragraph |
| R, 10/13 | Process | 2 Paragraphs | ***20% of final grade*** |
| T, 10/25 | Comparison and Contrast | 2 Paragraphs |
| T, 11/1 | Classification ***(In-Class)*** | 2 Paragraphs |
| Week 12 Conference | Definition | 4-Paragraph Essay | ***25% of final grade*** |
| T, 11/22 | Cause and Effect | 4-Paragraph Essay |

The grading rubrics are attached.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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** |

**Strength(s):**

**Keep Working On:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Claim/Purpose** | **Connections/Organization** | **Evidence/Content** | **Style** | **Mechanics** |
| **Exhibits Mastery****5** | You respond to the topic/ issue with an insightful and well-developed central claim. Your essay demonstrates an in-depth understanding of the issue(s), presents positions very convincingly, and clearly discusses other views where appropriate. | Your essay is organized so that all parts support the whole. You make skillful use of transitions and paragraphs. 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 main 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 respond to the topic/ issue with a clear central claim. Your essay demonstrates an understanding of the issues and presents position convincingly. | Your essay is organized so that most parts support the whole. You make effective use of transitions and paragraphs. 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 main 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 respond to the topic/issue with a clear central claim. | You have given some thought to the essay’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 main 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/issue is implied but is incomplete and/or not clearly stated. Your central claim is too narrow or too broad. Focus is inconsistent. | Your essay needs more attention to structure and/or transitions. | You have insufficient evidence and/or your evidence does not clearly support your main 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 claim. | Your essay 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 of 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** |

**Strength(s):**

**Keep Working On:**

### Argument Essay Assignment

**Essay Assignment**

ENGL 105S

**Due: Tuesday, 12/6, by 3pm to Main 208**

***Worth 20% of Final Grade***

For this final formal assignment, you will pre-write, draft, revise, edit, and proofread a 5-6 paragraph argumentative essay.

Your topic is largely up to you; the general topic is: **“the importance of \_\_\_\_\_ to \_\_\_\_\_.”**  You could, for example, discuss the importance of organic food to local farmers, make-up to teenage girls, access to competitive sports to underprivileged children, or afternoon naps to toddlers. The field is thus pretty wide open. Once you decide on your topic, you have to come up with a position: if afternoon naps are important to toddlers, then what **should be done** by parents (or maybe day-care centers)? Your thesis statement needs to make use of an argument keyword: **should, must, need(s) to**, etc. Your academic essay will convince the rest of your ENGL 105S class that your position is correct.

In this last essay, you will need to purposefully use ***at least three*** of the ***other*** patterns that we have investigated and practiced this semester.

Like your paragraph assignments, this assignment will have a specific topic, audience, purpose, and genre. Be sure that you *narrow* your topic for the essay enough so that you can sufficiently introduce, support, and conclude your ideas within the 5-6 paragraphs. Again, as **no outside research is allowed for any work you do this semester in ENGL 105S**, you should choose a topic that does not require any research (i.e., a topic with which you are very familiar).

On the top left corner of your final draft, you must include the following information:

Your Full Name

ENGL 105S

Professor Wilson

Due Date

3 Other Paragraph Patterns: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

Topic: the importance of \_\_\_\_\_ to \_\_\_\_\_

Audience: ENGL 105S class

Purpose: persuade

Genre: academic essay

The essay 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.)

On the due date, you are required to turn in the following pages, stapled or paper clipped together in this order:

1. Final Draft
2. At least ***2 Full Drafts*** with Workshopping Evidence

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

The grading rubric is attached.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Claim/Purpose** | **Connections/Organization** | **Evidence/Content** | **Style** | **Mechanics** |
| **Exhibits Mastery****5** | You respond to the topic/ issue with an insightful and well-developed central claim. Your essay demonstrates an in-depth understanding of the issue(s), presents positions very convincingly, and clearly discusses other views where appropriate. | Your essay is organized so that all parts support the whole. You make skillful use of transitions and paragraphs. 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 main 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 respond to the topic/ issue with a clear central claim. Your essay demonstrates an understanding of the issues and presents position convincingly. | Your essay is organized so that most parts support the whole. You make effective use of transitions and paragraphs. 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 main 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 respond to the topic/issue with a clear central claim. | You have given some thought to the essay’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 main 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/issue is implied but is incomplete and/or not clearly stated. Your central claim is too narrow or too broad. Focus is inconsistent. | Your essay needs more attention to structure and/or transitions. | You have insufficient evidence and/or your evidence does not clearly support your main 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 claim. | Your essay 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 of 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** |

**Strength(s):**

**Keep Working On:**

1. As of the writing of this report, two of the 260 students (one in ENGL 105 and one in ENGL 105S) had not yet been assigned grades. Those two students, then, are not included in the following data sets. [↑](#footnote-ref-1)
2. Data in this section includes only those students for whom Accuplacer Scores can be located. There are five students (three in ENGL 105 and two in ENGL 105S) whose scores do not seem to be recorded anywhere. (See Appendix 4 for all of the ENGL 105 and ENGL 105S WritePlacer scores, placements, and mid- and end-semester grades.) [↑](#footnote-ref-2)
3. Two important items here: (1) Given the short amount of time between the end of classes and my 6-8 weeks of medical leave, I am focusing only on my sections’ data sets for this section on Formal Assignments. I will address the data provided to me by our other pre-foundational writing professors in a separate report upon my return in February. (2) Data for this section consist only of positive data. That is, if students did not turn in an assignment, their 0s are not calculated in the averages as I want to measure ability rather than course scores. To that end, I have also used the original scores for all students, meaning that any penalties assessed for lateness or missing workshopping evidence are not reflected in these data sets. [↑](#footnote-ref-3)
4. As with the previous section, there are a few items to note here: (1) Given the short amount of time between the end of classes and my 6-8 weeks of medical leave, I am focusing only on my sections’ data sets for this section on MyWritingLab. I will address the data provided to me by our other pre-foundational writing professors in a separate report upon my return in February. (2) As full-course data comparisons can only be compiled for students who completed their respective courses, the data sets reported here only include data from students who completed their MyWritingLab work and the relevant formal assignments. [↑](#footnote-ref-4)
5. Accuplacer Reading Comprehension scores are only recorded for students who scored a 4 on the WritePlacer test. [↑](#footnote-ref-5)