



# Trinity

**College of Arts and Sciences  
Writing Specialist Report  
Spring 2014**

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## I. Introduction and Summary of Achievements

This report contains data collected from the rosters and end-semester grades from the pre-foundational writing courses in CAS (4 sections of ENGL105S: Introduction to College Writing with Supplemental Instruction and 3 sections of ENGL105: Introduction to College Writing). Analysis of the data revealed the following achievements:

- ENGL105S and ENGL105 students demonstrated a consistent grasp of writing skills in their formal writing assignments over the semester, earning, respectively, average scores of C+ and B on the final paper.
- There is evidence to indicate that the curricular changes that began in the Spring 2013 semester have better prepared the students who passed ENGL105S for ENGL107.
- Retention of repeat students remains high, with 65.2% of ENGL105S and 52.9% of ENGL105 students re-enrolling in the subsequent semester.
- Longitudinal success in ENGL107 remains high for students who pass a pre-foundational course taught by a full-time instructor, as indicated later in the report.

## II. Dashboard

	Fall 2013		Spring 2014		2014-2015 (GOAL)	
	ENGL105	ENGL105S	ENGL105	ENGL105S	ENGL105	ENGL105S
<b>Original Roster Pass Rates</b>	63.8%	63.2%	60%	39.4%	65%	50%
<b>Active Roster Pass Rates</b>	64.9%	76.6%	60%	52%	65%	55%
<b>Completion Rates</b> (for students who completed the semester)	78.7%	85.7%	91.3%	76.5%	80%	80%
<b>Longitudinal Success</b> (Pass rate of students advancing from ENGL105 & 105S to 107)	81.8%	60%	59.5%	63%		
<b>Grammar Diagnostic Scores</b>	<b>Pre-Test</b>	<b>Pre-Test</b>	<b>Pre-Test</b>	<b>Pre-Test</b>		
	61.8	58.6	63.2	57.5		
	<b>Post-Test</b>	<b>Post-Test</b>	<b>Post-Test</b>	<b>Post-Test</b>		
	66.7	69.2	69.7	65.7		

### KEY

**Original Roster** – all students who registered for the course

**Active Roster** – all students on the roster after the withdrawal period

**Completion Rate** – students who completed the entire semester and did not abandon the course

## III. Report on 2013-2014 Goals and Progress

**Goal 1:** *To improve pass rates and retention for the ENGL105S and ENGL105 courses by helping students to master foundational skills in grammar, paragraph development, and essay writing.*

**Progress:** The pass rates for ENGL105S saw modest declines from Fall 2013 to Spring 2014; however, this decline was not surprising because 64 percent of the students enrolled in ENGL105S in the Spring were repeating the course from an earlier semester. The decline in original roster pass rates for ENGL105, from 63.8% in Fall 2013 to 60% in Spring 2014, may be attributed to the high percentage of repeating students (37% of ENGL105 students) and the high percentage of abandoning

students (27% of ENGL105 students).

In terms of retention, 70% of the students who failed ENGL105S in Fall 2013 re-enrolled for the course in Spring 2014. Of the 42 students who re-enrolled, 17 of them went on to pass the class. Similarly, 52.9% of the students who failed ENGL105 in Fall 2013 re-enrolled for the course in Spring 2013; of the 18 students who re-enrolled, 12 of them passed.

Although all categories of pass rates declined for ENGL105S, the pass rate for students who actually completed the course—that is, attended class until the end of the semester and submitted all assignments—remained relatively high, declining from 85.7% in Fall 2013 to 76.5% in Spring 2014. Further, the students who completed ENGL105S showed progress in their writing by the semester's end, as evidenced in their consistent grade progress on successive assignments. While the average grade on the first one-paragraph assignment was 73%, or a C, the average paper grade on the final essay rose to 77.9%, or a solid C+. Students also demonstrated measurable progress in grammar skills, with scores on the grammar diagnostic post-test rising 8.2 percentage points to 65.7 for ENGL105S.

Similarly, original and active roster pass rates declined slightly for ENGL105; however, the completion rate for Spring 2014 (91.3%) increased significantly from Fall 2013 (78.7%). The students who completed ENGL105 showed progress on their writing assignments by the semester's end, as well. While the average grade on the first one-paragraph assignment was 80.8%, or a B-, the average paper grade on the final essay rose to 82.3%, or a solid B. However, the Writing Specialists have concerns about the consistency of instruction and grading in the ENGL105 courses, which were primarily taught by adjunct faculty this academic year. Like ENGL105S students, ENGL105 students also showed progress in their grammar skills, with scores on the grammar diagnostic post-test rising 6.5 percentage points to 69.7 in ENGL105.

***Goal 2: To ensure that the ENGL105S/105 curriculum is preparing students for the research- and argument-driven content of ENGL 107 by providing students with a stronger foundation in responding to complex readings and avoiding plagiarism.***

**Progress:** The Writing Specialists made several changes to the curriculum for ENGL105S/105 in Spring 2013 to better prepare students for ENGL 107, including the following:

- Giving students greater practice writing argument essays by requiring three essay assignments. Two of these essays had students arguing two different perspectives on a single topic, thus ensuring that they knew all elements of a full argument by semester's end.
- Reinforcing students' skills in argumentation by introducing rhetorical concepts earlier in the semester and designing all assignments to practice these concepts so that students are better prepared for argumentation essays in ENGL107.
- Helping students learn how to avoid plagiarism by teaching appropriate citation and requiring them to practice this skill in formal assignments.

The greater focus on writing argument essays yielded success, as evidenced by students' final essay grades. For students who completed the course, the average final essay grade was 75.4% in ENGL105S and 76.6% in ENGL105. However, the average final essay grade for students who passed the course rose to 83.8% in ENGL105S and 77.1% in ENGL105. This shows a marked improvement for ENGL105S students who tend to struggle with combining all of the course concepts

into their final essay. On the cause-effect essay, in which students were required to integrate the class reading into their support paragraphs, students who passed the course earned an average of 76.6% on the assignment in ENGL105S and 77.3 % in ENGL105. With the students who passed ENGL105S and 105 demonstrating stronger mastery of skills in essay writing and source integration, there is reason to believe they will be better prepared for the rigor of ENGL 107.

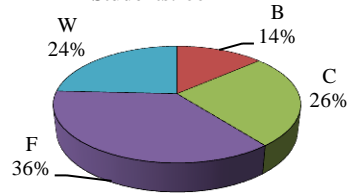
#### IV. Key Assessments

##### Assessment 1: Pass Rates

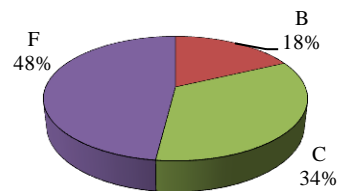
*Target Topic: ENGL105S Pass Rates*

**Data:**

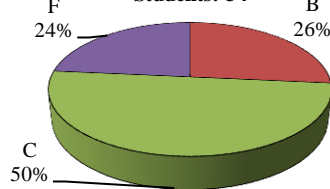
**ENGL 105S Original Roster Pass Rate**  
Students: 66



**ENGL 105S Active Roster Pass Rate**  
Students: 50



**ENGL 105S Completion Pass Rate**  
Students: 34

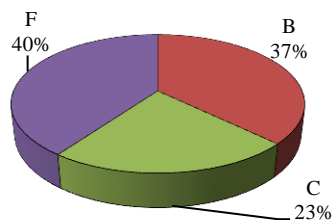


**Analysis:** Of the 66 students who were originally enrolled in ENGL105S, just 39.4% of them passed the course. However, looking at the students who completed the entire course paints a different picture. Of those students who completed the course—that is, submitted all assignments—76.5% passed the class. This significant increase in pass rate can be attributed to the high number of students who withdrew from or abandoned the course, which will be discussed in more detail later in the report.

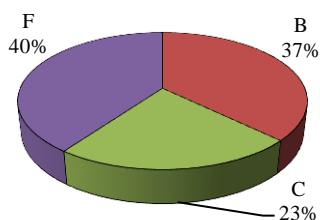
*Target Topic: ENGL105 Pass Rates*

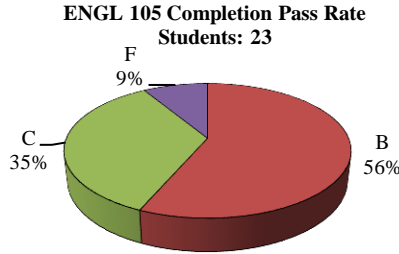
**Data:**

**ENGL 105 Original Roster Pass Rate**  
Students: 35



**ENGL 105 Active Roster Pass Rate**  
Students: 35





**Analysis:** Of the 35 students who were originally enrolled in ENGL105, 60% of them passed the course. However, looking at the students who completed the entire course paints a dramatically different picture. Of those students who completed the course—that is, submitted all assignments—91.3% passed the class.

**Target Topic: External Benchmarks**

**Data:** In order to make an accurate comparison of the data reported by the National Center for Developmental Education (NCDE) and local peer institutions, it was necessary to use a different calculation to arrive at the pass rate. Other reporting bodies do not assess pass rates for individual developmental courses; rather than publish the individual course pass rate as the measure of success, they publish the pass rate for the entire program which often includes several tiers of remediation.

The following table shows how Trinity’s pre-foundational writing program measures against local and national external benchmarks:

Reporting Body	Pass Rate
NCDE	73% (2004-5)
Virginia Community College System	68% (2007)
Trinity Washington University	83.1% (2013- 2014*)

\*This pass rate represents the completion rate for the academic year.

**Analysis:** Currently, the NCDE is using the same calculation as Trinity to deduce the completion rate for the pre-foundational writing programs being assessed. It is unclear how VCCS is determining its pass rate, so this may not necessarily be analogous data. Since the completion rate calculations of other institutions and reporting bodies are not easily simplified, a comparison of pass rates may not be the most useful data point for evaluating Trinity’s outcomes. Instead, most writing programs assess the success of the pre-foundational courses based on how well remedial students perform in their first college-level course. A more exhaustive explanation of the vast differences in pre-foundational program structures and student skill levels at various institutions can be found in Appendix 1, where these reports are cited in full.

**Target Topic: Grammar Diagnostics**

**Data:**

Diagnostic Grammar Test Results ENGL105S				
Course & Test	Average Score Part 1	Average Score Part 2	Average Score Part 3	Overall Average Score
<b>Fall ENGL105S</b>				
Pre-Test Scores	57.2	59.4	59.3	58.6
Post-Test Scores	66.6	71.1	70	69.2
<b>Spring ENGL105S</b>				
Pre-Test Scores	53.9	58.6	59.9	57.5
Post-Test Scores	61.8	67.8	67.5	65.7

Diagnostic Grammar Test Results ENGL105	
Fall ENGL105	Overall Average Score
Pre-Test Scores	61.4
Post-Test Scores	66.4
Spring ENGL105	
Pre-Test Scores	63.2
Post-Test Scores	69.7

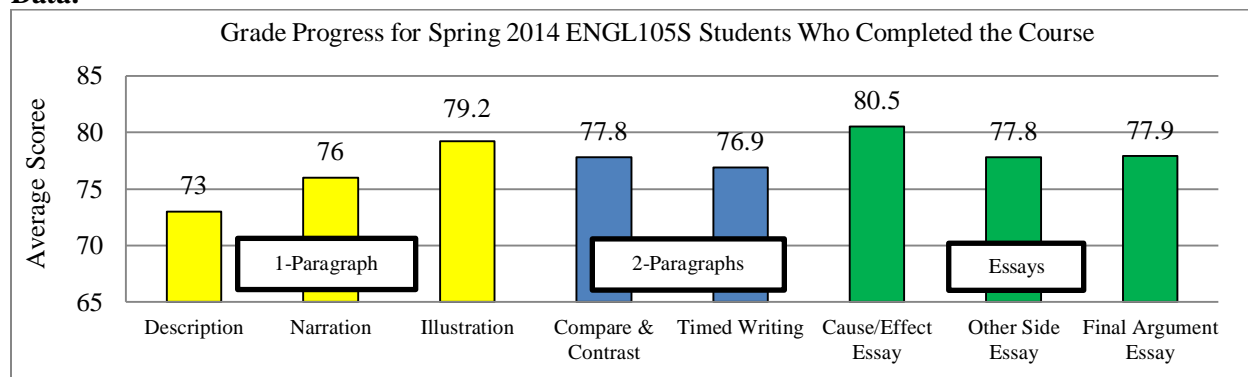
**Analysis:** Students in ENGL105S/105 exhibited growth in their grasp of grammatical concepts. In ENGL105S during Fall 2013, students’ grammar diagnostic scores rose by 10.6 percentage points overall, while the scores for students in ENGL105 rose by 4.9 percentage points overall. In Spring 2014, ENGL105S students’ grammar diagnostic scores rose by 8.2 percentage points overall, while the scores for students in ENGL105 rose by 6.5 percentage points only. It is not surprising to see higher growth for ENGL105S students, since they receive sustained, regular instruction on grammar and sentence-level issues; however, it is notable that in both semesters ENGL105S students gained almost a letter grade of growth in grammar concepts. This sustained level of growth had not been seen in previous years of assessing grammar in ENGL105S. This growth can largely be attributed to the change in grammar lab structure and mandatory use of Diana Hacker’s *Rules for Writers* handbook.

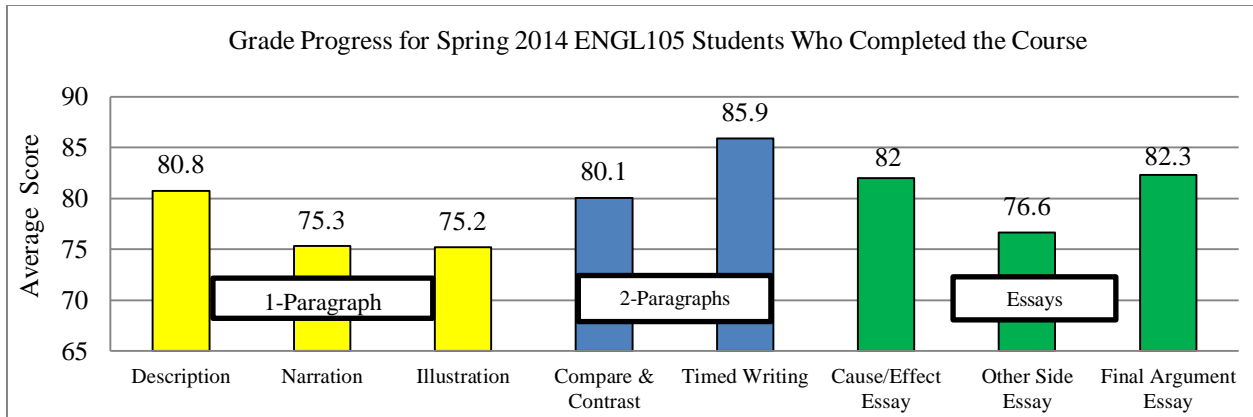
The different parts of the diagnostic grammar test measured all categories of grammar concepts. For example, Part 1 measured basic grammar; Part 2 measured punctuation; Part 3 measured sentence grammar. Students in ENGL105S saw consistent growth of nearly a full letter grade in all three categories during the 2013-2014 academic year. During the previous academic year, students saw little growth in the most difficult category—sentence grammar. This data further proves that the structural changes to the grammar lab and the implementation of a grammar handbook are yielding success.

In contrast, it is surprising that students at the ENGL105 level enter the class demonstrating D-level proficiency of grammar concepts and exit the class at the same level, despite modest gains. The lack of grammar growth for ENGL105 students may warrant more explicit instruction on grammar concepts in future semesters. In adapting the curriculum for the 2013-2014 academic year, the Writing Specialists chose a textbook for ENGL105 that would encourage more direct grammar instruction. However, the data seems to indicate that too little time was given to instruction on these concepts. Since the Writing Specialists rarely teach these sections and have minimal interaction with ENGL105 adjunct faculty, this point is difficult to assess.

**Target Topic: Grade Progress**

**Data:**





**Analysis:** The above tables illustrate the grade progress for all students who completed ENGL105S/105 in Spring 2014. The data suggests that the students who attempted all of the assignments maintained a consistent level of performance even as they moved into more complex essays and into argumentation, which is required of them in the next sequential course. In ENGL105S, students moved from a 73, or a C, average on the first assignment to a 77.9, or C+, on the final essay. In ENGL105, students moved from an 80.8, or a B-, on the first assignment to a 82.3, or a B, on the final essay.

Unlike ENGL105S students, whose compositions steadily improved as the assignment complexity increased, ENGL105 students' compositions seemed to earned inconsistent marks. Given a B-average on the first one-paragraph assignment, it seems unusual for the next two one-paragraph assignments to show a decline in growth. In addition, the timed writing test score was the highest score on average for the entire semester, despite being a one-hour in-class assessment requiring students to combine multiple concepts. These data points suggest that there may be inconsistent grading practices and possible grade inflation occurring in ENGL105.

**Assessment 2: Longitudinal Data**

**Target Topic: Longitudinal success of students who passed ENGL105/ENGL105S in Spring 2013 and Fall 2013**

**Data:**

<b>Success Rates in ENGL107 for ENGL105 &amp; ENGL105S Students Who Passed in Spring 2013*</b>				
	% Passing with A-D	% Passing with A-C	% Withdrawn from Course	% Failing Course
ENGL105 Students	81.8%	63.6%	9.1%	9.1%
ENGL105S Students	53.3%	46.6%	26.7%	20%

<b>Success Rates in ENGL107 for ENGL105 &amp; ENGL105S Students Who Passed in Fall 2013*</b>				
	% Passing with A-D	% Passing with A-C	% Withdrawn from Course	% Failing Course
ENGL105 Students	53.5%	43.4%	10.1%	20.2%
ENGL105S Students	55.4%	48.9%	12%	23.9%

\*The discrepancy between the longitudinal data here and on the dashboard is due to inclusion of students who withdrew from the course in this data set.



**Analysis:** It still seems as though the pre-foundational English courses are preparing students well for success in the next sequential course when they are taught by full-time instructors. In Spring 2013, all pre-foundational writing courses were taught by full-time instructors. This yielded high longitudinal success, with 81.8% of students who passed ENGL105 passing ENGL107. For students who passed ENGL105S in Spring 2013, 53.3% passed ENGL107. In Fall 2013, when all but one section of ENGL105 was taught by adjuncts, 78.7% of ENGL105 students passed the class; however, only 53.5% passed ENGL107 in the next semester. This decline in longitudinal success is troubling given these high pass rates. In contrast, ENGL105S students taught by Writing Specialists, though they pass at lower rates, continue to see much higher success in ENGL107. Although the longitudinal success rate for all ENGL105S students was 55.4%, this data set includes sections taught by adjuncts. When the longitudinal success for only the Writing Specialists is analyzed, the longitudinal success spikes significantly to 75%, which is on par with previous student performance.

As the Writing Specialist reports over the last three academic years have shown, the longitudinal success of the pre-foundational writing program is consistently high; however, during the 2013-2014 academic year, there has been a sharp decline. This data suggests that the full-time writing instructors are maintaining a rigorous standard by grading student compositions more stringently. The full-time writing instructors collaborate regularly to standardize assignments, norm grades (evaluate consistency in grading across sections), and develop pedagogical practices to address student deficiencies. Currently, adjuncts do not participate in any of this programmatic design. In addition, the Writing Specialists conducted several teaching observations of adjuncts in Fall 2013 and found that many of the adjunct instructors are not adhering to the scaffold syllabus because they do not teach the standard assignments addressing all of the modes used in argumentation, and they do not address grammar explicitly. Moreover, upon receipt of final grades, the Writing Specialists found that many adjuncts are inflating grades by awarding a high proportion of A's and B's. Many of these issues could have been remedied had adjuncts attended the various workshops the Writing Specialists delivered over the course of the academic year. The concerns that the Writing Specialists had about ENGL105 instruction were confirmed in Spring 2014 when they taught two sections of ENGL107, where several students from those same ENGL105 courses were enrolled.

It is clear that if Writing Specialists are not going to teach all pre-foundational courses, they need to have a more supervisory role of the adjunct instructors to ensure successful outcomes for all students—rather than just some—in the pre-foundational program.

**Assessment 3: Retention and Course Abandonment**

*Target Topic: Retention and Course Abandonment of Students in ENGL105S*

**Data:**

<b>Retention Rate for ENGL105S</b>		
<b>Students from Fall 2013 who failed</b>	<b>Students who re-enrolled SPR 2014</b>	<b>% Students Retained</b>
66	43	65.2%

<b>Pass Rate for Repeaters in ENGL105S</b>				
<b>Number and Percent of Class</b>	<b>Abandoned</b>	<b>Withdrew</b>	<b>Completed &amp; Failed</b>	<b>Passed</b>
Total number of repeaters = 43	8	11	6	18
65.2% of ENGL105S students	18.6%	25.6%	13.9%	41.8%

<b>Pass Rate for New Freshmen in ENGL105S</b>				
<b>Number and Percent of Class</b>	<b>Abandoned</b>	<b>Withdrew</b>	<b>Completed &amp; Failed</b>	<b>Passed</b>
Total number of new students = 23	7	4	3	9
34.8% of ENGL105S students	30.4%	17.4%	13%	39.1%

**Analysis:** According to the data, the ENGL105S program is doing a good job of retaining students who do not initially pass the course, with 65.2% re-enrolling in the subsequent semester. Of repeat students, more than one-third passed from the original roster. However, of repeaters who actually completed the course, 75% passed. New students pass ENGL105S at a slightly lower rate with 39.1% of the original roster passing the course. Of the new students who completed the course, 75% passed.

Given the high rate of repeaters, course abandonment and withdrawals are particular concerns. The Writing Specialists implemented several strategies this semester to counteract these problems, such as goal setting with all students during the first week of school, conferencing regularly with students to more closely track progress on writing assignments, and reaching out to all students who disappeared from class. Despite these efforts, student abandonment persisted. The Writing Specialists continue to explore ways to deter students from abandoning or withdrawing from the course, especially since the primary reason for course abandonment could not always be linked to poor course performance (i.e. even some students who were earning grades high enough to pass the course abandoned).

**Target Topic: Retention and Course Abandonment of Students in ENGL105**

**Data:**

<b>Retention Rate for ENGL105</b>		
<b>Students from Fall 2013 who failed</b>	<b>Students who re-enrolled SPR 2014</b>	<b>% Students Retained</b>
34	18	52.9%

<b>Pass Rate for Repeaters in ENGL105</b>				
<b>Number and Percent of Class</b>	<b>Abandoned</b>	<b>Withdrew</b>	<b>Completed &amp; Failed</b>	<b>Passed</b>
Total number of repeaters = 18	6	0	0	12
37.5% of ENGL105 students	33.3%	0%	0%	66.6%

<b>Pass Rate for New Freshmen in ENGL105</b>				
<b>Number and Percent of Class</b>	<b>Abandoned</b>	<b>Withdrew</b>	<b>Completed &amp; Failed</b>	<b>Passed</b>
Total number of new students = 30	6	1	3	20
62.5% of ENGL105 students	20%	6.3%	10%	66.7%

**Analysis:** According to the data, ENGL105 seems to be less successful at retaining students, with only half of students who failed re-enrolling in the subsequent semester. It seems that new students pass at the same rate as repeaters in ENGL105. After tracking retention and completion of ENGL105 students for one year, it seems clear that more ENGL105 students are persisting in the course until the end of the semester, as indicated by the zero percent withdrawal rate. This seems to make sense, considering that ENGL105 students with higher skills should have greater success on the second attempt. Of the students who completed ENGL105, new students passed at a rate of 87% while repeaters passed at a rate of 100%. Similar to ENGL105S, abandonment in this course is high and merits greater attention and exploration.

## V. Recommendations for 2013-2014

- Despite extremely high pass rates for ENGL105S/105 students in the Fall 2013 semester, the longitudinal pass rate for students taking ENGL107 remains lower for those who passed pre-foundational courses with an adjunct instructor. Since adjuncts primarily teach ENGL105 in fall semesters and ENGL107 in spring semesters, the data suggests that more management of adjuncts across courses is warranted. Unfortunately, adjuncts often miss the opportunity to participate in pedagogical collaboration. Moreover, this lost opportunity translates into a loss for students who may not be exposed to the same resources, held to the same standards, and introduced to the same composition and rhetorical concepts—at both the ENGL105S/105 and ENGL107 level. Therefore, the Writing Specialists recommend that their role be expanded to include supervision of all adjuncts teaching the pre-foundational curriculum. Supervisory activities would include: continuing to conduct teaching observations of adjuncts but doing so for all pre-foundational writing adjuncts; evaluating consistency in grading across all sections; consulting with adjuncts to assess how well their assignments are tailored to the outcomes of the course; and providing mentoring for adjuncts as needed.
- Currently, the Writing Specialists mainly teach ENGL105S sections, even though they develop the curriculum for the entire pre-foundational program. This limitation proved problematic during the 2013-2014 academic year when the Writing Specialists, who taught this course in the previous year, chose a new textbook for ENGL105 but had no means of assessing the outcomes of this curricular change, since they were not scheduled to teach a single section of the course. Further, this structure—of isolating specialists to one course—is not typical in pre-foundational and first-year writing programs where composition specialists teach all iterations of the first-year writing program. Students do not tend to remediate writing in only one semester and need a consistent, standardized structure in place for several semesters to lay a solid foundation for quality writing. Further, the Writing Specialists need to interact with students at multiple points in their General Education writing courses to evaluate whether Trinity’s writing program is achieving the desired outcomes. Research suggests that separating developmental instructors from instructors of credit-bearing courses only inhibits a coordinated curriculum and students’ seamless progression through their writing courses.

To establish a more seamless first-year writing program, the role of the Writing Specialists should be re-structured to serve more as Writing Program Administrators. In this capacity, the Writing Specialists would regularly teach ENGL105S, ENGL105 and ENGL107 and would help develop a clear list of concepts to be covered at all levels of college composition. Although the ENGL107 syllabi need not be standardized to the level of the pre-foundational curriculum, more consistent instruction across all sections—particularly those of adjunct instructors—is necessary to ensure the success of Trinity’s first-year writing program. As Writing Program Administrators, the Writing Specialists could work with the English faculty to establish a clear structure for the ENGL 107 curriculum, which would ensure that all concepts are taught and particular learning outcomes are assessed in all course assignments. This recommendation bolsters the previous recommendation that the Writing Specialists’ role should be expanded to include supervision of adjuncts to ensure longitudinal success for all students.

- In the interest of increasing the university’s retention and completion rates in the writing program, the Writing Specialists propose developing a one-credit supplement to ENGL107 taught by the Writing Specialists. Since the majority of Trinity’s first-year students begin in the pre-foundational writing program, where they need much more support to successfully complete their writing courses, it would behoove the university to continue to assist students by adopting an accelerated learning model that provides supplemental instruction alongside the first college-level composition course. At the national level, the success of pre-foundational writing programs is assessed solely through how students fare in their first college-level courses. Given that the longitudinal success in ENGL107 has declined sharply this

academic year, it is imperative that we provide our students more resources to ease the transition through ENGL107 and into the rest of their curriculum. Anecdotally, the Writing Specialists hear regularly from former students that they need additional tutoring and assistance with writing concepts. Although many students seek help in the Writing Center, it seems that students would benefit from more formalized access to Writing Specialists. The accelerated learning model has been implemented with great success at several institutions with student populations analogous to Trinity, such as the Community College of Baltimore County, Athens Technical College (GA), Greenville Technical College (SC), and LaGuardia Community College, CUNY. This model is described in more detail in Appendix 1. In fact, our neighbor institution, the CCBC, is a national leader in this innovative model and hosts its “Annual National Conference on Acceleration in Developmental Education” in Baltimore each June; it is imperative that the Writing Specialists participate in this annual conference.

- Students entering ENGL105S with Accuplacer reading scores below 50 have a significantly lower chance of passing the class—close to 75% in Spring 2013, as last year’s report indicated. Moreover, peer institutions with developmental writing programs offer multiple tiers of remediation; thus, students entering with severely low reading scores would not test into a course that provides only a single semester of writing remediation. Some institutions, such as the Baltimore City Community College, will not even allow students to enter the pre-foundational writing program with a reading score below 49. (See Appendix 1 for an explanation of these data points.) Taking this into account, it may be the appropriate time to revisit how Trinity’s pre-foundational writing program is structured to better serve students with lower skills since they are such a large portion of the entering student body. In last year’s report, the Writing Specialists stated that a lower-level course such as ENGL103 might provide a potential solution to assist lower-skilled students. However, since Trinity’s pre-foundational writing program is currently structured to provide only one semester of remediation, the Writing Specialists believe the program’s resources would be best used to assist the students advancing through the writing program. With longitudinal success declining, a one-credit supplement course taught by the Writing Specialists is the most viable solution to address completion goals. In the supplement course, all students advancing to ENGL107 from either pre-foundational course would receive additional composition and research instruction to coordinate with the ENGL107 curriculum.
- Since course abandonment continues to be an issue for ENGL105S/105 students, more research is needed to understand why the problem is so widespread for first-year students. Since Spring 2013, the Writing Specialists have been using particular methods to address the problem but have seen little change in outcomes. A more thorough examination should be undertaken through the First Year Experience to identify variables for abandonment and develop a mechanism that FYE can use to provide greater resources for at-risk students. A form could be developed to provide a basic reporting system for instructors to submit when a student stops attending/abandons a class; then, follow up services could be provided. Such a system could help determine if students are abandoning certain classes, all classes, or classes at specific times in the semester.
- The grammar lab structure used during the 2013-2014 academic year should remain in place due to its particularly successful outcomes: increased student attendance when students can determine which lab to attend; more enthusiastic participation during class when students have agency over their schedules; heightened student participation in tutoring when services are available around lab times; greater retention of grammar concepts when students are exposed to more than one instructional style; and greater ease in identifying and eliminating grammar issues in student writing (as identified by the growth on grammar diagnostic tests and formal papers). An additional benefit is that the Writing Specialists had the opportunity to informally oversee and mentor the adjunct instructors teaching ENGL105S.

- It is imperative that the Writing Specialists receive specialized professional development in pre-foundational education models (such as accelerated learning programs) and composition studies in order to continue enhancing the first-year writing program structure. This should include a budget for attending conferences, such as the local Annual Conference on Acceleration in Developmental Learning, held annually in Baltimore as mentioned above, as well as workshops through the National Center for Developmental Education. Participation in national conferences on composition pedagogy, such as the Conference on College Composition and Communication, would also be beneficial in allowing the Writing Specialists to incorporate new strategies to enhance Trinity's full first-year writing program.

## Appendix 1

### External Benchmarks: Pass Rates in Context

While it is important to evaluate how the outcomes of Trinity's pre-foundational writing curriculum compare to models at similar institutions, such a comparison must not rest simply on pass rates. Looking at this single assessment tool will not provide an accurate picture of how Trinity's writing program differs in size and structure from other programs, nor how our students differ in risk factors and skill level from students at other institutions. Further, pass rates reported even within the last five years often reflect outdated models of remedial education at community colleges, which have typically placed students into mandatory two- or three-semester tiers of developmental coursework before students could take credit-bearing English classes.

Consider these reported pass rates reflecting national and local trends:

- The National Center for Developmental Education published its “National Study of Developmental Education II: Baseline Data for Community Colleges” in 2007, reflecting data collected at 29 community colleges from Spring 2004 to Winter 2005. This report indicates that 83% of writing students remained in developmental classes until the end of the semester. Of the students who remained in class for the duration of the term, 73% of writing students earned a C or better.<sup>1</sup> This category of students would be similar to Trinity's reported “completion rate” because, as the NCDE report acknowledges, “students who withdrew from a given class voluntarily or administratively were not counted in the calculations” (2). It is important to note that this study examines community colleges that typically have multiple tiers of developmental writing classes. As such, the 73% pass rate cannot be correlated to any individual level of remedial writing class but rather reflects an overall program's success. To put this in context for Trinity, the overall pass rate for the remedial writing curriculum for 2013-2014—averaging pass rates for both ENGL105S and ENGL105—is 83.1%. Meanwhile, the pass rate for ENGL105 is significantly higher than the national average, at 91.3% for Spring 2014, which raises further questions about potential grade inflation in ENGL105.
- The Virginia Community College System reported in its 2012 “Developmental Education Annual Report: Tracking the Fall 2007 Cohort and Five-Year Historical Trends” that 68% of students passed their developmental writing courses on the first attempt.<sup>2</sup> However, in the program on which this study reported (which has since been restructured, as will be explained below), students enrolled in a three-semester sequence of remedial writing courses, including English 1, English 3, and English 9. Again, it becomes difficult to compare these outcomes to Trinity's developmental program, which is structured quite differently. Further, the population of students served in the VCCS is vastly different than that served at Trinity.
- In the Maryland Higher Education Commission's January 2011 report on “The Costs of Developmental Education,” the Commission lamented the lack of state-wide data collection on “DE completion rates, enrollment or completion rates in credit-bearing courses, or retention and/or graduation rates for students who required developmental education” (20).<sup>3</sup> Therefore, it is

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<sup>1</sup> Gerlaugh, Katherine, Lizette Thompson, Hunter Boylan, and Hildreth Davis. “National Study of Developmental Education II: Baseline Data for Community Colleges” *Research in Developmental Education* 20.4 (2007): 1-4. Print. 15 Nov. 2012.

<sup>2</sup> Virginia's Community Colleges - Office of Institutional Research and Effectiveness. “Developmental Education Annual Report: Tracking the Fall 2007 Cohort and First-Year Historical Trends.” Apr. 2012. Web. 20 May 2013.

<sup>3</sup> Developmental Education Costs and Best Practices Workgroup - Maryland Higher Education Commission. “The Costs of Developmental Education.” January 2011. Web. 15 May 2013.

difficult to assess the outcomes of developmental education in Maryland's community colleges and universities and to make any meaningful comparisons to Trinity's pre-foundational curriculum.

### **National and Local trends: Redesigning Developmental English**

In light of recent calls by such organizations as Complete College America, the Lumina Foundation, and the Bill and Melinda Gates Foundation to restructure remedial education to improve outcomes and move students more quickly into college-level coursework, community colleges in both Virginia and Maryland have been redesigning their developmental curriculum. The Virginia Community College System recently undertook a comprehensive reform that establishes three different tracks of remedial coursework that students can be placed into depending on skill level. This new program limits remediation to one year and combines the reading and writing curriculum. The new curriculum was launched in Spring 2013, so no outcomes have yet been reported.<sup>4</sup>

In Maryland, a remedial English redesign has not been implemented state-wide but has instead been led by community colleges in and around Baltimore. At Baltimore City Community College, the previous developmental curriculum required three mandatory remedial writing courses, along with two remedial reading courses, before students could enroll in their first college-level English class. In 2011 BCCC restructured this program to bridge the reading and writing curriculum and to move students toward college readiness more quickly. The resulting redesign includes two five-credit remedial courses (English 81 and English 82) that combine developmental reading and writing. It is important to note, however, that students with an Accuplacer score below 49 in Reading and Writing cannot even enter the first level of BCCC's English remediation; instead, these students enter foundation courses that provide 45 hours of direct instruction to help students attain the mandatory minimum Accuplacer score to place into ENGL 81.<sup>5</sup>

Offering another redesign model, the Community College of Baltimore County (CCBC) has become a national leader in its Accelerated Learning Project, which co-enrolls students who place into the highest level of developmental writing with a credit-bearing English 101 course. Since this program's launch in 2007, CCBC has reported pass rates among students who enrolled in ALP from Fall 2007 to Spring 2009 of 77 percent for the developmental course (compared to 59 percent in Fall 2006 in the previous iteration of the developmental writing course).<sup>6</sup>

### **Implications for Trinity**

Trinity's pre-foundational writing curriculum is already ahead of the recent calls to move students through English remediation and into credit-bearing courses more quickly. In fact, Trinity's developmental writing and reading programs move students through remediation quite quickly by national standards—after only one semester of remediation in ENGL 105 or 105S and CRS 100S. Although Trinity's curriculum does not combine writing and reading into a single class, Trinity's two four-credit courses (ENGL105S and CRS100S) address the same student learning outcomes as the lowest level of VCCC's redesigned remedial English: an 8-credit class addressing outcomes in both writing and

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<sup>4</sup> Developmental English Redesign Team. "The Focal Point: Redesigning Developmental English Education in Virginia's Community Colleges." June 2011. Web. 15 May 2013.

<sup>5</sup> Brown, Stan. "Baltimore City Community College Developmental Education Redesign Report." Spring 2011. Web. 17 May 2013.

<sup>6</sup> Developmental Education Costs and Best Practices Workgroup - Maryland Higher Education Commission. "The Costs of Developmental Education." January 2011. Web. 15 May 2013.

reading. In fact, Trinity's pre-foundational courses in writing and reading are already aligned to reinforce core concepts in reading and rhetorical analysis.

Nevertheless, since Trinity's program is structured as only one semester of remediation—rather than one full year as is typically the case at similar institutions—it is important to consider the entering skill level for students enrolling in Trinity's remedial English program. As reported above, students at BCCC cannot even enter the first of two levels of English remediation if they score below 49 on the Accuplacer assessment for reading and writing. To put that number in context, in the Fall 2012 semester, 59% of ENGL 105S students who reported Accuplacer scores fell below 50 on their reading assessment; in Spring 2013, 60% of ENGL105S students who reported Accuplacer scores fell below 50 on the reading assessment. At BCCC, these students would have been required to take foundational courses before they could even enter the lowest level of developmental English.

Given the low skill level of many students entering Trinity's pre-foundational writing curriculum, it may be worth exploring whether the program should be restructured to include multiple tiers of remediation. However, major changes to the existing pre-foundational curriculum should only be undertaken in tandem with a larger assessment of the full first-year writing program. Since development of a new lower-level course, such as ENGL103, would require substantial resources, the Writing Specialists believe that developing an accelerated learning supplement to ENGL107 would best serve the students moving through the pre-foundational curriculum to ensure their success in the first college-level course. See the Recommendations section for more details.





COLLEGE OF ARTS AND SCIENCES

Spring 2014

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

4 credits

**English 105: Introduction to College Writing**

3 credits

PROFESSOR: WRITING SPECIALISTS  
Office: MAIN HALL  
E-mail: RiversJ@trinitydc.edu / DAngeloK@trinitydc.edu  
Phone: Ext. 9291 Ext. 9290  
Office Hours: Monday & Wednesday 11:00 am – noon  
Tuesday & Thursday 11:00 am – noon  
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**

- Aaron, Jane E. and Repetto, Ellen Kuhl. *The Compact Reader*. 9<sup>th</sup> ed. New York: Bedford/St. Martin's, 2011. Print.

- Hacker, Diana and Nancy Sommers. Rules for Writers. 7<sup>th</sup> Edition (plus CompClass). New York: Bedford/St. Martin's, 2012. Print.
- CompClass: Log in at **YourCompClass.com**
- Regular access to a computer, printer, and the internet
- Additional readings/handouts as given by the professor

### Grading Scale

		<b>A</b>	93-100%	<b>A-</b>	90-92%
<b>B+</b>	87-89%	<b>B</b>	83-86%	<b>B-</b>	80-82%
<b>C+</b>	77-79%	<b>C</b>	72-76%	<b>F</b>	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
<b>Classwork</b> Response Writings Reading Quizzes Grammar/Editing Quizzes Diagnostic Pre and Post-Tests	<b>15%</b>
<b>Three 1-Paragraph Assignments</b> Description* Narration * Illustration*	<b>15%</b>
<b>Two 2-Paragraph Assignments</b> Comparison and Contrast* Timed Writing Test*	<b>20%</b>
<b>One 4-Paragraph Essay</b> Cause and Effect*	<b>15%</b>
<b>One 4-Paragraph Other Side Argument Essay</b>	<b>15%</b>
<b>One 5- to 6-Paragraph Final Argument Essay*</b>	<b>20%</b>
<b>Total:</b>	<b>100%</b>
* Each of these 8 formal assignments <u>must</u> be submitted in order to pass the course.	

### Assignment Policies

Unless otherwise directed, **you must turn in all assignments in typed, hard copy format at the beginning of class on their respective due dates.** Should you find yourself unable to do so, your earned grade will decline by 10 points (one full letter grade) for each day the assignment is late. Emailing your completed assignment to me stops the “late clock,” but you must submit a hard copy of the assignment for it to be graded. **More importantly, if I do not receive your paper within 2 days of the deadline—that is, if you turn your paper in more than 2 days late—your grade for that assignment will be an “F”.**

### Important reminder:

You must complete all 8 formal paragraph and essay assignments in order to pass the course. That is, even if late penalties will result in a failing score for a paragraph or essay assignment, you are still obligated to submit it in order to receive credit for the course.

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

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

### **CompClass**

As part of our weekly grammar lab, we will be using CompClass, an online resource that provides access to the e-book version of *Rules for Writers*, along with numerous practice exercises and quizzes. Our grammar instruction will follow this general schedule:

- **As preparation for Friday’s lab**, you will **read the assigned pages** in the handbook.
- **In Friday’s class**, I will go over the concept you read about and explain any aspects you did not understand from the readings.
- **After Friday’s class**, you will have until **Wednesday of the following week (at 11:55pm)** to complete practice exercises assigned through CompClass. You will log into CompClass (at **YourCompClass.com**), go under the assignments tab, and complete all of the exercises assigned for the week. The syllabus states clearly how many exercises are due each week. Many of these assignments will be through the LearningCurve program on CompClass. When it comes to this homework, you will get participation credit—that is, you will get credit for completing all of the assigned work.
- Finally, you will have a **weekly quiz on the grammar content** you learned the previous week. **These quizzes must be completed by Thursday night at 11:55pm** in order to earn credit. Unlike the homework, which will be graded based on completion, the quizzes will be graded based on your performance. These grades will reflect the number of questions you actually got correct on each quiz.

**\*\*\*Please note:** Because you have access to CompClass outside of class, you will be expected to complete these assignments regardless of whether you are in class. If you miss the deadline for any CompClass assignment, you will **not** be able to make up the work. Therefore, if you are absent from class for any reason, you must be sure to log into CompClass and complete the assigned homework and quizzes. I will not send reminders; it is your responsibility to keep up with the grammar work for the class. Keep in mind, however, that you can complete the work at any point between Friday’s lab and the Wednesday/Thursday deadlines. In fact, you could have all of your grammar homework for the week completed well in advance of the due dates.

### **Attendance Policy**

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

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

“**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 and laptops are to be used in class only when specific permission for their use has been granted. During lessons that do not require the use of technology, cell phones are to be silenced or turned off and put away for the duration of the class period. (This particularly applies to “workshopping days”) Students who text or take calls at inappropriate times without alerting me to their situation in advance of class will be required to leave the class and marked absent for the class period.

### 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.

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

### **Academic Services Center**

The [Academic Services Center](#) (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](#) or with

someone at ASC for [tutoring assistance](#)—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](#) (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

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

(RW = *Rules for Writers*) (CR = *The Compact Reader*)

Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
1	1/15	Review Syllabus What is Academic Writing?		
	1/17	Review of Lab Structure	Read Syllabus Log onto Moodle	<b>CompClass Review</b> Bring <i>Rules for Writers</i> <b>ACCESS CARD</b> to class
2	<b>1/20</b>	<b><i>Martin Luther King Jr. Holiday (No Class Meetings)</i></b>		
	1/22	The Writing Process Paragraph Structure: Topic Sentences Paragraph Details	<b>RW:</b> Developing a Paragraph (p. 50-68)	<b>Grammar Diagnostic Pre-Test</b> <b>(Mandatory on CompClass)</b>
	1/24	<b>REVIEW</b> – Parts of Speech	<b>RW:</b> Parts of Speech (p. 367-388)	

#### *Monday, 1/27: Add/Drop Deadline*

3	1/27	MLA Citation Reading Critically and Responding to Writing	<b>CR:</b> Reading (p. 3-18) <b>RW:</b> Writing About Texts (p.70-79)	
	1/29	Description as Paragraph Pattern Response Writing #1 Drafting	<b>CR:</b> Chapter 6 (p. 91-97) “Desert Dance” p. 98-100	<b>Learning Curve due Wed. 1/29</b> <b>by 11:55pm:</b> 1. Nouns and Pronouns 2. Verbs, Adjectives, Adverbs 3. Prepositions & Conjunctions
	1/31	Verb Issues	<b>RW:</b> Verb Issues (p. 232-250 and 196-206)	<b>CompClass:</b> <b>Diagnostic Quiz #1</b> <b>due Thursday 1/30 by 11:55pm</b>

Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
4	2/3	<b>Workshopping</b>		Description Paragraph Draft
	2/5	Narration as Paragraph Pattern Response Writing #2	<b>CR:</b> Chapter 5 (p. 63-71) “Salvation” p. 78-80	<b>Description Paragraph Due*</b> <b>Learning Curve due Wed. 2/5 by 11:55pm::</b> 1. Verbs 2. Subject-Verb Agreement
	2/7	Sentence Structures	<b>RW:</b> Sentence Structures (p. 398-400)	<b>CompClass:</b> <b>Diagnostic Quiz #2 &amp; 3 due Thursday 2/6 by 11:55pm</b>
5	2/10	<b>Workshopping</b> What is Revision?		Narration Paragraph Draft
	2/12	Illustration as Paragraph Pattern Response Writing #3	<b>CR:</b> Chapter 7 (p. 115-122) “Blah, Blah, Blah” p. 123-125	<b>Narration Paragraph Due*</b> <b>(No Learning Curve exercises this week)</b>
	2/14	Run-Ons & Fragments	<b>RW:</b> Run-Ons & Fragments (p. 180-195)	<b>CompClass:</b> <b>No Diagnostic Quiz</b>
6	2/17	<b>Presidents’ Day (No Class Meetings)</b>		
	2/19	<b>Workshopping</b> Outlining I 2-Paragraph Structures	<b>CR:</b> Chapter 4 (p. 47-60)	Illustration Paragraph Draft <b>Learning Curve due Wed. 2/19 by 11:55pm:</b> 1. Run-On Sentences 2. Fragments
	2/21	Pronoun Issues	<b>RW:</b> Pronoun Issues (p. 207-225)	<b>Illustration Paragraph Due at Lab*</b> <b>CompClass:</b> <b>Diagnostic Quiz #4 &amp; 5 due Thursday 2/20 by 11:55pm</b>
7	2/24	Comparison & Contrast as Paragraph Pattern Response Writing #4	<b>CR:</b> Chapter 11(p. 220-229) “China Doll” p. 242-245	Comparison/Contrast Paragraphs Practice Outlines <i>(checked at end of class)</i>
	2/26	<b>Workshopping</b>		Comparison/Contrast Paragraphs Draft <b>Learning Curve due Wed. 2/26 by 11:55pm::</b> Pronoun Agreement and Pronoun Reference
	2/28	Parallelism	<b>RW:</b> Parallelism (p. 116-126)	<b>CompClass:</b> <b>Diagnostic Quiz #6 &amp; 7 due Thursday 2/27 by 11:55pm</b>
8	3/3	<b>Spring Break (No Class Meetings)</b>		
	3/5			
	3/7			
<i>Wednesday, 3/5: Mid-Term Grades</i>				
9	3/10	Timed Writing Test (Review)		<b>Comparison &amp; Contrast Paragraphs Due*</b>
	3/12	<b>Timed Writing Test*</b>		<b>Learning Curve due Wed. 3/12 by 11:55pm:</b> 1. Parallelism

Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
	3/14	Modifiers	<b>RW:</b> Modifier Issues (p. 127-134)	<b>CompClass:</b> <b>Diagnostic Quiz #8 due</b> <b>Thursday 2/13 by 11:55pm</b>

*Monday, 3/17: Registration for Summer/Fall 2014*

10	3/17	Cause & Effect as Paragraph Pattern Response Writing #5	<b>CR:</b> Chapter 13 (p. 276-286) “The Backdraft of Technology” p. 287-289	
	3/19	Outlining II (Essays) • <b>Introductions</b> • <b>Thesis Statements</b> • <b>Conclusions</b>		<b>Learning Curve due Wed. 3/19 by 11:55pm:</b> 1. Practice Quiz Misplaced Modifiers 2. Practice Quiz Dangling Modifiers
	3/21	Punctuation	<b>RW:</b> Punctuation Review (p. 291-335)	<b>CompClass:</b> <b>Diagnostic Quiz #9 &amp; 10 due</b> <b>Thursday 3/20 by 11:55pm</b>
11	3/24	<b>Workshopping</b>		<b>Submit Cause-Effect Essay thesis statement on Moodle before coming to class</b>
	3/26	Understanding Effective Essay Body Paragraphs		<b>Learning Curve due Wed. 3/26 by 11:55pm:</b> 1. Apostrophes 2. Commas
	3/28	Active vs. Passive Voice	<b>RW:</b> “Active vs. Passive Writing” (p. 112-115)	<b>Cause-Effect Essay due at Lab*</b> <b>CompClass:</b> <b>Diagnostic Quiz #11 &amp; 12 due</b> <b>Thursday 3/27 by 11:55pm</b>
12	3/31	Individual Conferences: No class meetings—Come to scheduled meeting in Main 220.		
	4/2	• Individual Conferences: No class meetings—Come to scheduled meeting in Main 220.		<b>Learning Curve due Wed. 4/2 by 11:55pm:</b> 1. Active and Passive Voice
	4/4	Eliminating Wordiness	<b>RW:</b> “Eliminating Wordiness” (p. 156-161)	<b>CompClass:</b> <b>Diagnostic Quiz #13 due</b> <b>Thursday 4/3 by 11:55pm</b>

*Tuesday, 4/1: Withdrawal Deadline*

13	4/7	<b>Argument as Pattern of Development</b> • Choosing a Topic • Multiple Points of View • Argument as Debate	<b>CR:</b> Chapter 14 (p. 311-326) “Sixteen” p. 338-342 <b>RW:</b> “Constructing Reasonable Arguments” (p. 84-100)	
	4/9	<b>Thesis Workshop: Other Side Essay</b> • Audience Appeals • Evidence & Logical Fallacies	<b>RW:</b> “Evaluating Arguments” (p.102-110)	<b>Bring typed thesis statements for both positions on your topic.</b>

Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
	4/11	Grammar Jeopardy		<b>CompClass:</b> Diagnostic Quiz #14 due Thursday 4/10 by 11:55pm
14	4/14	Responding to Opposing Views <b>Draft Workshop: Other Side Essay</b>		Bring typed (completed) Other Side Essay
	4/16	Outlining Parts of a Full Argument <b>Thesis Workshop: Final Argument Essay</b>		<b>Other Side Essay Due*</b> • Bring typed thesis for Final Argument Essay
	<b>4/18</b>	<b>GOOD FRIDAY (NO CLASS MEETINGS)</b>		
15	4/21	<b>Workshopping (Part 1)</b>		Bring typed Final Argument Essay
	4/23	<b>Workshopping (Part 2)</b>		Bring typed Final Argument Essay
	4/25	Final Paper Review		<b>Grammar Diagnostic Post-Test (Mandatory on CompClass)</b>
Tuesday, 4/29: <b>Final Argument Essay*</b> (bring to Main 220 by 3pm)				
<i>Wednesday, 5/7: Final Grades</i>				

**\* Each of these 8 formal assignments must be submitted in order to pass the course.**