



Trinity

**College of Arts and Sciences
Writing Specialist Report
Spring 2015**

31 July 2015

I.	Introduction and Summary of Achievements.....	i
II.	Dashboard.....	i
III.	Report on 2014-2015 Goals and Progress.....	iii
IV.	Key Assessments.....	iii
	Assessment 1: Pass Rates.....	iii
	Assessment 2: Grade Progress.....	iv
V.	Conclusions and Recommendations.....	vi
	Appendix 1.....	viii

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. Analysis of the data revealed the following achievements:

- Pass rates increased in the Fall 2014 semester for both ENGL105 and ENGL105S.
- In the Fall 2014 semester, 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.
- In the Fall 2014 semester, grammar proficiency for students in ENGL 105S increased by a full letter grade (8.8 percentage points).

II. Dashboard

	Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	ENGL 105	ENGL 105S	ENGL 105	ENGL 105S	ENGL 105	ENGL 105S	ENGL 105	ENGL 105S
Original Roster Pass Rates	63.8%	63.2%	63.8%	63.2%	79.6%*	65.7%*	48.6%*	53.8%*
Active Roster Pass Rates	64.9%	76.6%	64.9%	76.6%	80.9%*	69.9%*	52.8%*	55.3%*
Completion Rates (students who completed the semester)	78.7%	85.7%	78.7%	85.7%	94%**	81%**	76.2%*	95.4%*
Longitudinal Success (Pass rate of students advancing from ENGL105 & 105S to 107)	81.8%	60%	81.8%	60%	N/A	N/A	N/A	N/A

*Pass rate is based on data from all course sections that ran in the particular semester.

**Completion rate for Fall 2014 is based on data from seven of the ten course sections for ENGL105 and ENGL105S, since not all adjuncts provided data on the number of students who abandoned the course.

Original Roster Pass Rates for AY 2014-2015 (weighted average)	
ENGL105	ENGL105S
72.5%	63.0%

III. Report on 2014-2015 Goals and Progress

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

Progress: In the Fall 2014 semester, the original roster pass rates for both ENGL105 and ENGL105S increased from the previous academic year. Of particular significance is the pass rate for students who actually completed the course—that is, attended class until the end of the semester and submitted all assignments. In both ENGL105 and ENGL105S, these pass rates remained high during both semesters of the academic year, with 94% of students who completed ENGL105 and 81% of those who completed ENGL105S passing in Fall 2014. In Spring 2015, the outcomes were comparable, with 76.2% of students who completed ENGL105 and 95.4% of students who completed ENGL105S passing the course.

In Spring 2015, the original roster pass rate declined in both ENGL105 and ENGL105S. In ENGL105, 43.6% of the students who attempted the course failed to pass; in ENGL105S, the number was comparable, with 45% of students who attempted the course failing to pass. This high failure rate, in both cases, can be attributed to the high abandonment rate of the courses in the Spring 2015 semester. While the number of students who withdrew remained quite small—with only three students for ENGL105 and one for ENGL105S formally withdrawing—many more students abandoned the course throughout the semester. In ENGL105, 30.1% of those who attempted the course abandoned the course by semester’s end. Of the 17 students who failed, 70.6% of those failed after abandoning the course.

Similarly, for ENGL105S, the correlation between course abandonment and course failure remains high. Of the 39 students who attempted the course, 16, or 40.0%, had abandoned by semester’s end. Further, of the 17 students who failed the course, 94.1% of them failed after abandoning the course. Even as the instructors of ENGL105 and ENGL105S made greater attempts to dissuade students from withdrawing from the course, course abandonment remains a problem across the curriculum.

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: In the 2013-2014 academic year, the Writing Specialists made several changes to the curriculum for ENGL105S/105 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.

These changes to the curriculum remained in place during the 2014-2015 academic year. The greater focus on writing argument essays yielded success, as evidenced by students’ final essay grades.

Students in these courses showed progress in their writing by the semester’s end, demonstrating consistent grade progress on successive assignments. In the Fall 2014 semester, for those students who completed the course and submitted all assignments, while the average grade on the first one-paragraph assignment was 74.4%, or a C, the average paper grade on the final essay rose to 76.1%, approaching C+. Similarly, students in ENGL105 demonstrated a consistent grasp of course material in the Fall 2014 semester, with paper grades averaging a B on both the first and final writing assignments (82% for both).

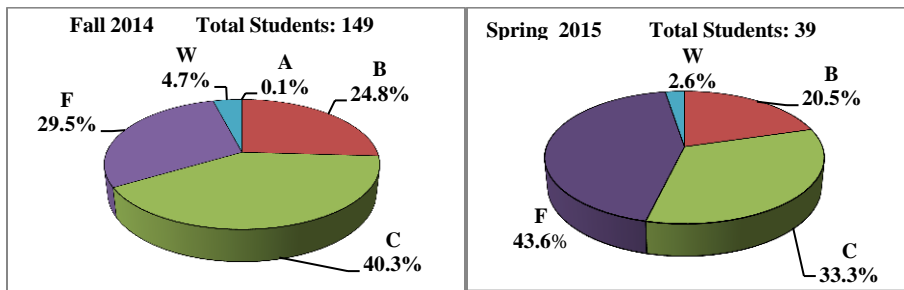
Because the Writing Specialists did not have access to any longitudinal data for ENGL 107 course outcomes for the 2014-2015 academic year, it is difficult to assess whether student performance in ENGL105 and ENGL105S translated to their success in ENGL107.

IV. Key Assessments

Assessment 1: Pass Rates

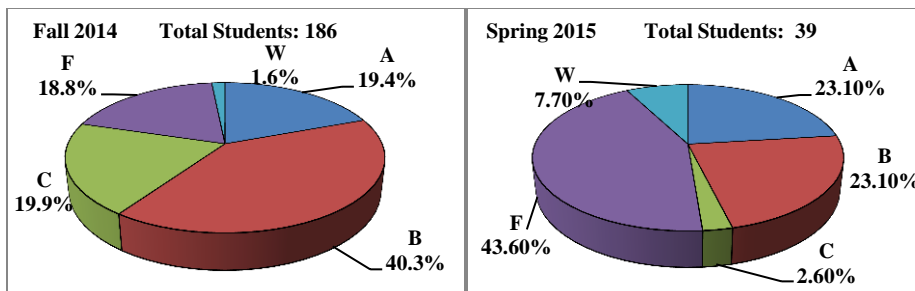
Target Topic: ENGL105S and ENGL105 Pass Rates for the 2014-2015 Academic Year

Data: ENGL 105S Original Roster Pass Rates



Analysis: The pass rates for ENGL105S increased slightly from Fall 2013 to Fall 2014, from 63.2% to 65.7%. However, the pass rates declined between Fall 2014 and Spring 2015, dropping to 53.8% (compared to 63.2% in Spring 2014). This decline can be attributed to the high number of repeaters in Spring 2015, when 51.3% of enrolled students were repeating the course for at least the second time. In both Fall 2014 and Spring 2015, the majority of students who passed the course earned a grade of C (40.3% in Fall 2014; 33.3% in Spring 2015), with much lower percentages earning grades of A or B.

Data: ENGL 105 Original Roster Pass Rates



Analysis: The pass rates for ENGL105 increased significantly from Fall 2013 to Fall 2014, from 63.8% to 79.6%. Similar to ENGL105S, however, the pass rates for ENGL105 declined in Spring 2015, to

48.6%. This decline can be attributed to the high number of repeaters in Spring 2015, when 56.4% of enrolled students were repeating the course for at least the second time.

The higher pass rates for ENGL105 also seem to correlate to a higher number of A and B grades awarded in these sections (59.7% in Fall 2014 and 46.2% in Spring 2015). With all ten of ENGL105 sections in Fall 2014 taught by adjuncts, grade inflation may be a factor in these higher grades. In Spring 2015, for example, when an adjunct taught two sections of ENGL105 and a full-time instructor taught the remaining section, students in the adjunct’s sections earned significantly higher grades than those in the section with the full-time instructor. Of the 16 students who earned a passing grade with the adjunct, nine of those students passed with a grade of A (56%). In contrast, the full-time instructor awarded only one B (and no A grades) in his section. By comparison, in the ENGL105S sections, which were taught entirely by full-time faculty during both semesters, only one student earned an A grade for the entire academic year, and less than a quarter of the students earned B grades (24.8% in Fall 2014 and 20.5% in Spring 2015). This data suggests that adjunct faculty members are inflating grades to some extent; therefore, greater oversight of grading standards across the pre-foundational curriculum is warranted.

Assessment 2: Grade Progress

Target Topic: Grammar Diagnostics

Note: The available data on the grammar diagnostics is limited and does not include outcomes from all course sections. The only consistent data available for ENGL105S in Fall 2014 comes from three sections of ENGL105S, all of which were taught by the same full-time instructor. The remaining instructors did not administer both assessments, or administered the wrong assessments, thus making the data inconsistent for the purposes of comparison. For the Spring ENGL105S sections, only 43.6% of the students completed both diagnostic tests. That data will be included below, but it reflects assessment of less than half of the enrolled students.

In addition, while the ENGL105S instructors added two additional diagnostics in the Spring semester—a grammar mid-term and grammar final to assess particular skill acquisition—little of that data is available to assess the outcomes. For two sections, the instructor failed to provide outcomes of either assessment; in the remaining section, only four students completed either grammar test, which provides an insufficient sample size for analysis of the new assessment tools created to gauge students’ acquisition of skills.

Similarly, the sample size of available data for ENGL105 in the Spring 2015 semester is also so small that analysis is not possible: Only one instructor administered both assessments, since the adjunct faculty member did not administer the post-test in two sections. In the remaining section, only four students completed both the pre- and post-test.

Data:

Diagnostic Grammar Test Results ENGL105S	
Fall ENGL105S*	Overall Average Score
Pre-Test Scores	58.8
Post-Test Scores	67.6
Spring ENGL105S**	
Pre-Test Scores	62.3
Post-Test Scores	66.7

**Figures are based on data from only three of the ten course sections in Fall 2014.*

***Figures are based on data from students who completed both assessments in all sections of the course; however, only 43.6% of enrolled students submitted both tests.*

Diagnostic Grammar Test Results ENGL105	
Fall ENGL105*	Overall Average Score
Pre-Test Scores	67.8
Post-Test Scores	70.5
Spring ENGL105	
Pre-Test Scores	N/A
Post-Test Scores	N/A

*Figures are based on data from nine of the ten course sections in Fall 2014.

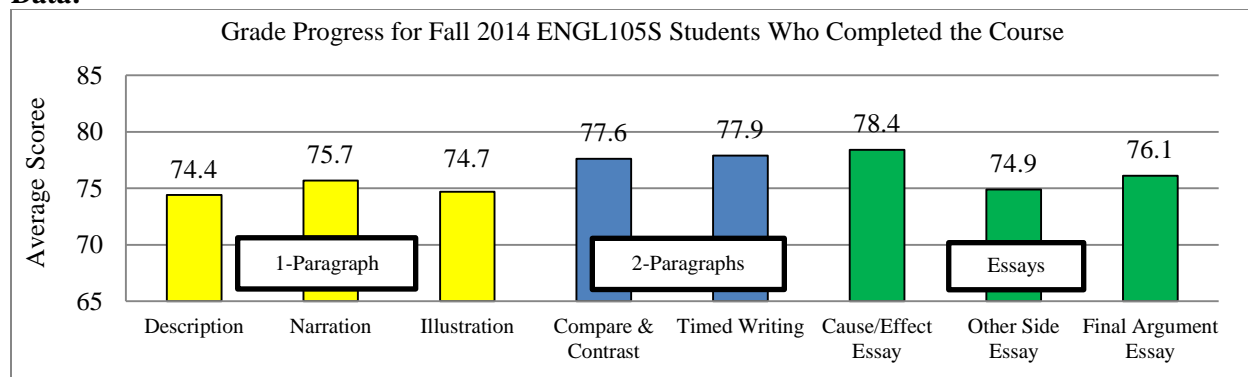
Analysis: It is difficult to assess the outcomes of students’ grammar acquisition with so many inconsistencies across the curriculum in the implementation of assessment tools. The grammar lab model that had yielded improved grammar outcomes for ENGL105S in AY 2013-2014 was dropped in Spring 2015. However, it is difficult to assess whether returning to individual instructors running each section—without supplemental tutoring and students selecting their own lab times—resulted in any benefits for students. Further, it is clear that adjuncts, and even some full-time instructors, do not assess grammar skills directly and/or fail to report outcomes.

In the limited sample size available for ENGL105S for Fall 2014, students did make significant gains in their grammar skills, moving from 58.8 (F-level) to 67.6 (D+-level), or one full letter grade. Although these outcomes still fall below a C-standard, gains in grammar will always be modest in a single semester. As the outcomes for ENGL105 in Fall 2014 suggest—when outcomes improved only modestly, from 67.8 (D+-level) to 70.5 (C-level)—without direct instruction, practice, and assessment of grammar concepts, competency gains in these areas will be lower.

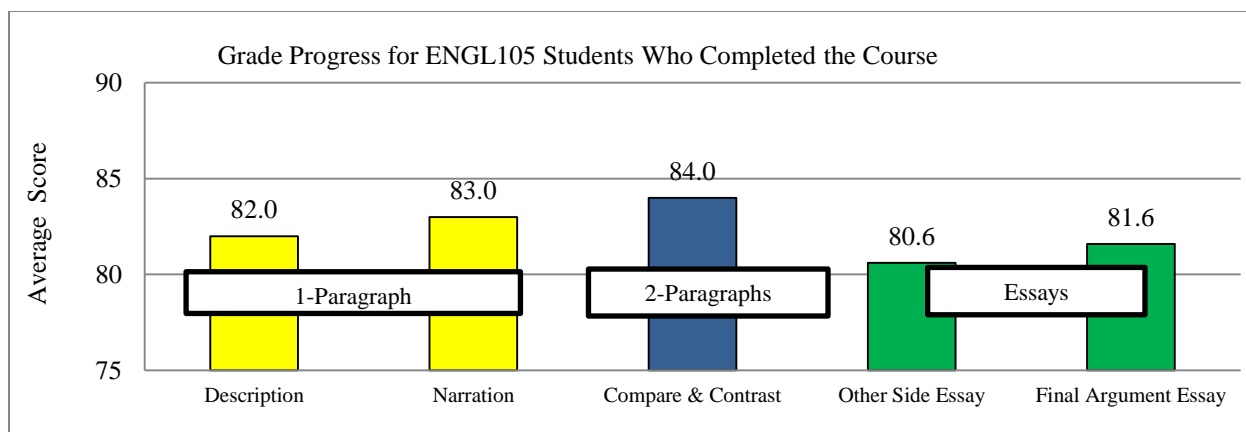
Given that most students enter Trinity with deficient grammar skills, the College should refine and standardize more effective direct instruction to help students master these skills.

Target Topic: Grade Progress

Data:



Note: Figures in the chart above reflect outcomes in nine of the ten course sections for Fall 2014, as the full-time English faculty member who taught the remaining section did not assign the standardized sequence of assignments for the course.



Note: The standardized assignment sequence has been modified since not all adjuncts taught the full series of assignments. Figures in the chart above reflect data collected from nine of the ten course sections.

Analysis: The above tables illustrate the grade progress for all students who completed ENGL105S/105 in Fall 2014, the semester for which the most data was available. In ENGL105S, 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 74.4, or a C, average on the first assignment to a 76.1, or approaching C+, on the final essay.

In ENGL105, average grades remained consistent, with students earning an average grade of 82, or a B, on the first assignment and 81.6, or a B, on the final essay. Given that ENGL105 students maintained a B-average on each assignment for the semester, more oversight is needed to assess the grading standards of adjuncts and to ensure that students are developing targeted skills throughout the semester.

V. Conclusions and Recommendations

- Despite high pass rates for ENGL105S/105 students in the Fall 2014 semester, pass rates dropped significantly in the Spring 2015 semester when many of the students were repeating the course. More research is needed to explore whether students should be limited in their number of attempts at a pre-foundational course. 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 Trinity's first-year students.
- Given that some inconsistencies have been identified in the percentage of A and B grades awarded by adjuncts versus full-time instructors, the Writing Specialists recommend that adjunct faculty receive greater training and oversight. The Writing Specialists' role should be expanded to serve more as Writing Program Administrators, overseeing and developing the university's full first- and second-year writing curriculum; hiring, training, and supervising adjunct faculty; and ensuring quality across the full spectrum of writing courses at Trinity.
- Assessment methods should be reconsidered for future reports of this nature. While evaluating pass rates and grade progress remains important, more data is needed to correlate these grade outcomes to students' actual skill development throughout the semester. Since the standardized grading rubric for the pre-foundational writing program breaks skills into five categories (concept/purpose, organization/structure, evidence, style, and mechanics), future reports should analyze where students make the most gains in their skill development and where the curriculum should be adapted to help improve outcomes. However,

the current method of gathering such data from instructors is insufficient for this type of detailed analysis. Adjuncts, and even full-time instructors, frequently fail to submit any data at all, and a more organized system must be implemented to gather this type of data throughout the semester.

Appendix 1



COLLEGE OF ARTS AND SCIENCES Fall 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 writing thesis-driven college essays, with an emphasis on sentence clarity, organizational patterns, and paragraph and essay development. Students will apply and develop their skills in critical thinking and critical reading. Through practice in argument and expository writing, they will generate and support claims with an awareness of conventions associated with academic prose.

Course Goals:

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

- Write academic papers that have a clear sense of audience and purpose, as well as a developed central claim.
- Structure their writing with a special focus on paragraph development, transitions, and overall coherence.
- Generate detailed and effective support for their main ideas.
- Write clear, grammatically-correct prose with appropriate word choice and sentence structure.

Required Texts and Materials

- Aaron, Jane E. and Repetto, Ellen Kuhl. *The Compact Reader*. 9th ed. New York: Bedford/St. Martin's, 2011. Print.
- Hacker, Diana and Nancy Sommers. *Rules for Writers*. 7th 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

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

Final Grade Breakdown

ASSIGNMENT	% OF FINAL GRADE
Classwork Response Writings Reading Quizzes Grammar/Editing Quizzes Diagnostic Pre and Post-Tests	15%
Three 1-Paragraph Assignments Description* Narration * Illustration*	15%
Two 2-Paragraph Assignments Comparison and Contrast* Timed Writing Test*	20%
One 4-Paragraph Essay Cause and Effect*	15%
One 4-Paragraph Other Side Argument Essay	15%
One 5- to 6-Paragraph Final Argument Essay*	20%
Total:	100%
* 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	CompClass Review Bring <i>Rules for Writers</i> ACCESS CARD to class
2	1/20	<i>Martin Luther King Jr. Holiday (No Class Meetings)</i>		
	1/22	The Writing Process Paragraph Structure: Topic Sentences Paragraph Details	RW: Developing a Paragraph (p. 50-68)	Grammar Diagnostic Pre-Test (Mandatory on CompClass)
	1/24	REVIEW – Parts of Speech	RW: Parts of Speech (p. 367-388)	
<i>Monday, 1/27: Add/Drop Deadline</i>				
3	1/27	MLA Citation Reading Critically and Responding to Writing	CR: Reading (p. 3-18) RW: Writing About Texts (p.70-79)	
	1/29	Description as Paragraph Pattern Response Writing #1 Drafting	CR: Chapter 6 (p. 91-97) “Desert Dance” p. 98-100	Learning Curve due Wed. 1/29 by 11:55pm: 1. Nouns and Pronouns 2. Verbs, Adjectives, Adverbs 3. Prepositions & Conjunctions

Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
	1/31	Verb Issues	RW: Verb Issues (p. 232-250 and 196-206)	CompClass: Diagnostic Quiz #1 due Thursday 1/30 by 11:55pm
4	2/3	Workshopping		Description Paragraph Draft
	2/5	Narration as Paragraph Pattern Response Writing #2	CR: Chapter 5 (p. 63-71) “Salvation” p. 78-80	Description Paragraph Due* Learning Curve due Wed. 2/5 by 11:55pm:: 1. Verbs 2. Subject-Verb Agreement
	2/7	Sentence Structures	RW: Sentence Structures (p. 398-400)	CompClass: Diagnostic Quiz #2 & 3 due Thursday 2/6 by 11:55pm
5	2/10	Workshopping What is Revision?		Narration Paragraph Draft
	2/12	Illustration as Paragraph Pattern Response Writing #3	CR: Chapter 7 (p. 115-122) “Blah, Blah, Blah” p. 123-125	Narration Paragraph Due* (No Learning Curve exercises this week)
	2/14	Run-Ons & Fragments	RW: Run-Ons & Fragments (p. 180-195)	CompClass: No Diagnostic Quiz
	2/17	Presidents’ Day (No Class Meetings)		
6	2/19	Workshopping Outlining I 2-Paragraph Structures	CR: Chapter 4 (p. 47-60)	Illustration Paragraph Draft Learning Curve due Wed. 2/19 by 11:55pm: 1. Run-On Sentences 2. Fragments
	2/21	Pronoun Issues	RW: Pronoun Issues (p. 207-225)	Illustration Paragraph Due at Lab* CompClass: Diagnostic Quiz #4 & 5 due Thursday 2/20 by 11:55pm
7	2/24	Comparison & Contrast as Paragraph Pattern Response Writing #4	CR: Chapter 11(p. 220-229) “China Doll” p. 242-245	Comparison/Contrast Paragraphs Practice Outlines <i>(checked at end of class)</i>
	2/26	Workshopping		Comparison/Contrast Paragraphs Draft Learning Curve due Wed. 2/26 by 11:55pm:: Pronoun Agreement and Pronoun Reference
	2/28	Parallelism	RW: Parallelism (p. 116-126)	CompClass: Diagnostic Quiz #6 & 7 due Thursday 2/27 by 11:55pm
8	3/3	Spring Break (No Class Meetings)		
	3/5			
	3/7			
Wednesday, 3/5: Mid-Term Grades				
9	3/10	Timed Writing Test (Review)		Comparison & Contrast Paragraphs Due*

Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
	3/12	Timed Writing Test*		Learning Curve due Wed. 3/12 by 11:55pm: 1. Parallelism
	3/14	Modifiers	RW: Modifier Issues (p. 127-134)	CompClass: Diagnostic Quiz #8 due Thursday 2/13 by 11:55pm

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

10	3/17	Cause & Effect as Paragraph Pattern Response Writing #5	CR: Chapter 13 (p. 276-286) “The Backdraft of Technology” p. 287-289	
	3/19	Outlining II (Essays) • Introductions • Thesis Statements • Conclusions		Learning Curve due Wed. 3/19 by 11:55pm: 1. Practice Quiz Misplaced Modifiers 2. Practice Quiz Dangling Modifiers
	3/21	Punctuation	RW: Punctuation Review (p. 291-335)	CompClass: Diagnostic Quiz #9 & 10 due Thursday 3/20 by 11:55pm
11	3/24	Workshopping		Submit Cause-Effect Essay thesis statement on Moodle before coming to class
	3/26	Understanding Effective Essay Body Paragraphs		Learning Curve due Wed. 3/26 by 11:55pm: 1. Apostrophes 2. Commas
	3/28	Active vs. Passive Voice	RW: “Active vs. Passive Writing” (p. 112-115)	Cause-Effect Essay due at Lab* CompClass: Diagnostic Quiz #11 & 12 due Thursday 3/27 by 11:55pm
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.		Learning Curve due Wed. 4/2 by 11:55pm: 1. Active and Passive Voice
	4/4	Eliminating Wordiness	RW: “Eliminating Wordiness” (p. 156-161)	CompClass: Diagnostic Quiz #13 due Thursday 4/3 by 11:55pm

Tuesday, 4/1: Withdrawal Deadline

13	4/7	Argument as Pattern of Development • Choosing a Topic • Multiple Points of View • Argument as Debate	CR: Chapter 14 (p. 311-326) “Sixteen” p. 338-342 RW: “Constructing Reasonable Arguments” (p. 84-100)	
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Week	Date	Topics Covered	Reading Assignment(s)	Assignment(s) Due
	4/9	Thesis Workshop: Other Side Essay • Audience Appeals • Evidence & Logical Fallacies	RW: "Evaluating Arguments" (p.102-110)	Bring typed thesis statements for both positions on your topic.
	4/11	Grammar Jeopardy		CompClass: Diagnostic Quiz #14 due Thursday 4/10 by 11:55pm
14	4/14	Responding to Opposing Views Draft Workshop: Other Side Essay		Bring typed (completed) Other Side Essay
	4/16	Outlining Parts of a Full Argument Thesis Workshop: Final Argument Essay		Other Side Essay Due* • Bring typed thesis for Final Argument Essay
	4/18	GOOD FRIDAY (NO CLASS MEETINGS)		
15	4/21	Workshopping (Part 1)		Bring typed Final Argument Essay
	4/23	Workshopping (Part 2)		Bring typed Final Argument Essay
	4/25	Final Paper Review		Grammar Diagnostic Post-Test (Mandatory on CompClass)
Tuesday, 4/29: Final Argument Essay* (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.**