



English B1a: Expository Composition

Assessment Committee Roundtable
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ENGL B1a Student Learning Outcomes

1. Upon completion the student will be able to: Read and think critically, including a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Upon completion the student will be able to; Evaluate and establish the credibility of print and online sources.
3. Upon completion the student will be able to; Demonstrate the legitimate use of scholarly sources by using library and online reference materials. incorporating summary, paraphrase, and direct quotes. synthesizing multiple primary and secondary sources. avoiding plagiarism.
4. Upon completion the student will be able to; Write essays out of class that • demonstrate the use of expository and argumentative or persuasive forms of writing. • reflect an orderly research and writing process. • use correct MLA form and documentation. • show evidence of drafting, editing, and revision to reflect an academic style and tone.
5. Upon completion the student will be able to; Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Assessed SLO #4

4. Upon completion the student will be able to; Write essays out of class that

- demonstrate the use of expository and argumentative or persuasive forms of writing.
- reflect an orderly research and writing process.
- use correct MLA form and documentation.
- show evidence of drafting, editing, and revision to reflect an academic style and tone.





Assignment: Final Research Paper

RESEARCH PAPER STEPS



Research Steps

1. **Class Library Field Trip**
2. **Proposal**
 - One paragraph proposal of paper's focus.
3. **Working Bibliography**
 - Potential sources
4. **Annotated Bibliography**
 - Final sources
5. **Topic Sentence Outline**
 - Outline of entire paper with quotations, discussion, and analysis.
6. **Draft of full paper**
 - Recommend it be as good as possible.
7. **One-on-One Conference**
 - Review paper
 - Go over student questions
8. **Final Paper**

Steps Are Required

- Each of the steps is required in the order assigned. Students cannot choose to skip any one of the steps.
- My purpose is for students to experience the research process for other papers and to show me that they can do their own research.
- The steps do pose a challenge to some students for whom procrastination is the norm.





Grading

- Predominately, the steps are graded, with comments from me, on a Complete/Incomplete status. So that the students are not penalized for learning.
- The final paper, of course, earns a letter grade and the entire process (steps and final paper) are 40% of the final grade.



ASSESS: RESULTS



38 Students Finished

- Exceeds Expectations
 - Meets Expectations
 - Fails to meet expectations
- 5 -- 13%
 - 13 -- 34%
 - 20 -- 53%



REFLECT

AB 705

1. This was our first semester with AB 705 in place. This means that high school students who graduated high school with a D or better are eligible for the transfer level of English: English B1a.
2. This is the most difficult level of English before English 2.
3. AB 705 has dissolved all English courses except for 1 below transfer.
4. The results were abysmal as you'll see. Even though all my students were enrolled in a practice co-requisite offering tutoring with me for additional help with the course, fewer than 5 every attended on any recurring basis.
5. 53% fail rate was not a surprise.
6. 38% retention rate was not a surprise, as well.
7. Likewise the low number of those exceeding expectations is a result of AB 705.
8. I've used the same research paper steps for a number of years, but never with this poor of a result.
9. I believe the methodology is valid.



DISCUSSION



Meetings

- Department meetings regularly discuss the difficulties with B1a and AB705.
- There is movement toward co-requisites that will try to fill in the gaps and to bring the students up to B1a level.
- It all continues to be a work in progress.



Refine

- AB705 has impacted our 1a class dramatically, so we are in a state of close review concerning co-reqs and the impact to the traditional B1a.
- Course SLO's are in desperate need of revision, but there are problems with understanding the difference between assessment and pedagogy.



Questions??