

ASSESSMENT DATA – INSTRUCTOR FORM

Title of Course: Writing Workshop

Name of Instructor: Cynthia M. Baer

GE Area/Major: GE Area Z & Major

Semester/Year: Spring 2013

1. SLOs assessed:

GE SLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

MAJOR SLO #3: Students shall demonstrate the ability to write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.

2. Activities (lectures, discussions, presentations, assignments etc.) in my course that address the SLOs:

Students coming into English 100W have completed English 1A and 1B, courses in which they addressed academic and general audiences. In this course they must learn to address a literary audience by learning the forms, modes and evidence, and language expectations of literary analysis.

In my section I emphasize this transition to a critical audience through workshops, self-evaluation (a cover sheet attached to each assignment and filled out by the student); all writing assignments, of which there are 6 (sample attached with scoring guide); several readings in the reader (including “Learning to Talk a New Talk, “Editing Your Own Work,” which are attached). All of the readings, workshops, and essay assignments emphasize an awareness of the critical audience and the critical conversations that the students are engaging.

3. Assignment I used to assess this SLO (include all guidelines/rubrics/scoring guides):

I used the second bibliographic essay to assess the SLOs. The assignment sheet, cover sheet, and scoring guide are attached to this report. Three specific items on the scoring correspond to GE and MAJOR SLO #3: *Clear Sense of Audience and Purpose, Tone, Voice and Vocabulary*, and *MLA documentation*.

4. Quantitative DATA (include only SLO-specific scores):

The table below shows the distribution of scores on the three SLO specific criteria for a total of 23 students.

SLO specific criteria on scoring guide	# of students who scored Excellent	# of students who scored Good	# of students who scored Satisfactory	# of students who scored Unsatisfactory
<i>Clear Sense of Audience and Purpose</i>	2	5	10	6
<i>Tone, Voice, & Vocabulary</i>	4	3	11	5
<i>MLA documentation</i>	3	5	12	3
<i>Overall</i>	2	4	15	2

5. Qualitative Analysis (include only SLO-specific comments):

Of the 6 students who scored Unsatisfactory in two of the three categories, 3 rarely attended class. The two who scored Unsatisfactory in all three categories started out in English 100W so unprepared for the rigor of writing critical analysis for literary audiences that they were not able to improve enough to meet the minimum standards for effectively speaking to these audiences and subjects. Both of these unprepared students qualified to take the class, either by passing the WST or by passing 100A.