

Dalton State College

Detailed Assessment Report

2015-2016 ENGL 1102

As of: 8/15/2016 08:43 AM EDT

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Course Description

Presents a literature-based composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods, including capability in electronic resources and documentation. A minimum grade of C is required to complete this course.(F,S,M)

Prerequisites: [ENGL 1101](#) with a grade of C or better or the equivalent

Program Outcomes

PO 1: Graduates will read critically

Graduates of associate's degree programs will read critically.

PO 2: Graduates will think critically

Graduates of associate's degree programs will think critically.

PO 3: Graduates will write competently

Graduates of associate's degree programs will write competently.

Connected Document

[Fall 2014 English 1102 Syllabus](#)

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Determination of forms of communication to audiences and purposes

Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication (General Education Outcome).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)

[Fall 2014 English 1102 Syllabus](#)

[Mult-Cultural Essay, Essay 4](#)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 1: Measurement by a rubric that evaluates the thesis component of 3 essays (Fall 2013/Postell)

Students' proficiency will be measured by a rubric that evaluates the thesis component of the course research paper to determine their ability to provide a thesis with a specific and defensible opinion and position along with supporting points to present a unique perspective on the poetry, fiction, or drama they read. (Fall 2013/Postell)

Source of Evidence: Senior thesis or culminating major project

Connected Document

[Mult-Cultural Essay, Essay 4](#)

Target:

Seventy percent of students will score 70% or better on the thesis sections of 3 essays—one of them being the course research paper—providing a thesis with a specific and defensible opinion and position along with supporting points to present a unique perspective on the poetry, fiction, or drama they read. (Fall 2013/Postell)

Finding (2015-2016) - Target: Met

In English 1102-08, a traditional class taught on the Dalton State campus in Spring 2016, the Target for Outcome 1 was met. Three essays were included in this measure: Essay 1, a five-paragraph essay that was completed during a regular class period; Essay 2, a short research paper using pre-assigned secondary sources; and Essay 3, a longer research paper using approved GALILEO sources. On Essay 1, 96% (25 of 26) students earned a score of 70% or higher. For Essay 2, 92% (24 of 26) of the students earned a 70% or higher; and on Essay 3, 96% (25 of 26) earned a score of 70% or higher. This measure requires that students create a thesis with a specific and defensible opinion and position to present a unique perspective on the poetry, fiction, or drama they read. In the case of all three of these essay assignments, students were expected to create a strong statement of thesis as the last sentence of the first paragraph of each essay. A rubric that included a measurement for evaluating thesis statements was used. On Essay 1, an in-class essay that involved answering one question from five possible topics, students were asked to form opinions to be expressed in a concise thesis statement on the work(s) of one of a number of authors, including Kate Chopin, John Updike, Ernest Hemingway, and Edgar Allan Poe. All of the students who completed Essay 1 actually met this goal, with only one student (4%) not being present for the essay nor making arrangements to retake it. The average grade for this essay was 84.2. For Essay 2, students were required to formulate a strong statement of thesis on either "The Things They Carried" or "The Yellow Wallpaper." In this assignment, students were also required to incorporate documentation from primary and secondary sources that were pre-assigned. For example, students who wrote essays on "The Things They Carried" were to incorporate insights from Lorrie Smith, author of "The Things Men Do," in their paper, and students who wrote essays on "The Yellow Wallpaper" were expected to incorporate insights from Ann Lane, author of "To Herland and Beyond: Charlotte Perkins Gilman's 'The Yellow Wallpaper.'" As a result, some students created thesis statements in which they agreed or disagreed with the ideas presented in the articles written by literary critics that they read. Only two students scored less than the desired 70% mark on this assignment; one student had failed to include any secondary source information in his paper and the other had plagiarized most of his essay. The average grade on this assignment was an 85.2. On Essay 3, a research paper that required students to include and reference a minimum of two primary sources and a minimum of three secondary sources, only one student earned a mark below 70%, and this was a result of a plagiarism issue. On this assignment, students were again expected to create a strong statement of thesis that was narrow enough to cover the topic adequately. In order to prepare to write thesis statements for a research paper, we examined a number of successful thesis statements from former students so that these current students would understand how to write a thesis statement for a research paper. This assignment required MLA documentation, and several class periods were also spent reviewing MLA documentation techniques; again students were exposed to strong statements of thesis during these class periods. The average grade on this assignment was an 87.3. On Essay 4, an in-class essay that involved writing a five-paragraph analysis of a play or poem, students were encouraged to include direct quotes from the works and were allowed to use their texts in order to locate and properly document important passages. I believe that the Target for Outcome 1 was met because these students were very well prepared overall. Most of them wrote very strong thesis statements on Essay 1, and continued to write strong, well above average papers for the rest of the term. Anecdotally, several students mentioned to me that the time spent discussing MLA documentation and student paper examples proved to be very helpful for them. (Jane Taylor/Spring 2016)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

I will require students to turn in a rough draft of their introductions and thesis statements for at least one essay.

Established in Cycle: 2012-2013

I will require students to turn in a rough draft of their introductions and thesis statements for at least one essay. I can give...

I will discuss thesis sentences in literary essays.

Established in Cycle: 2013-2014

Seventy percent of students will score 70% or better on the thesis sections of 3 essays—one of them being the course research pa...

M 5: Completion of Ten In-Class, Handwritten Essays in Compliance with a Grading Rubric (Randall/Summer 2014)

Throughout the course of the five week C session Summer 2014 1102 course, students were required to participate in class analysis and discussion of various literary works and genres from fiction to plays to poems by writing ten in-class essays. Students were given between an hour or an hour and a half (out of a two hour and forty five minute class) to hand write each essay and were required to have three pages with at least four full paragraphs. After the in-class lecture and discussion, 3-4 essay topics were written on the board, but students were also given the option to create their own topic. According to the rubric, introductions were required to grab attention, present background on the author and work, and end with a thesis statement. Each body paragraph was to have a least 1-2 quotes from the textbook that was analyzed to prove the thesis. Finally, the conclusion should restate thesis and facts and end with a

thought provoking final sentence.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Summer 1102 Syllabus 2014](#)
[Summer 2014 1102 Essay Grading Rubric](#)
[Summer 2014 1102 In-Class Essay Assignment](#)

Target:

Seventy percent of students will make a 70% or better average on all ten of their in-class essays

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Varied lengths and more samples

Established in Cycle: 2013-2014

In order to maintain and improve upon the target of seventy percent of students making at least a 70% in their essays displaying...

M 9: Aud & Purp in Multi-Cult Poetry Essay (MMathews/Fall 2014/Spring 2015)

Students' competence will be measured by a rubric that evaluates the purpose, tone, diction, evidence of research, and clarity of an essay (MMathews/Fall 2014). Target 1 Seventy percent of students will score seventy-five percent or better on the Multi-Cultural Essay (MMathews/Fall 2014).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[ENGL 1102 Course Plan Sp 2015](#)
[ENGL 1102 Syllabus Sp 2015](#)
[Fall 2014 English 1102 Syllabus](#)

Target:

Seventy percent of students will score seventy-five percent or better on the Multi-Cultural Essay (MMathews/Fall 2014).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[Fall 2014 English 1102 Syllabus](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

I will provide students with more model essays.

Established in Cycle: 2012-2013

I provide students with a sample essay to model for them what an analysis should look like, but I will provide more samples for ...

M 13: Audience and Purpose in Multi-Cultural Essay

Target Met In English 1102-08, a traditional class taught on the Dalton campus during Fall Semester 2014, 81% of the students who completed the course (13 out of 16) earned a 75% or better on the Multi-Cultural Essay, demonstrating a proficiency in writing an essay to a targeted audience, using appropriate tone and diction in regards to making an informed and positive connection with an individual from another country, as determined by the student's selection of poem. The Class Average was 82%. Of the 19% of students (3 out of 16) who were not successful, difficulty was expressed in tone, clarity, and evidence of research). One student struggled with tone in that she made numerous references about the greatness of America with the effect of sounding boastful. Another student made no concrete references to the audience's nation, other than the poem itself, though it was expected that students would gather a few facts before writing the essay. All three students who failed to meet the target lacked grammatical clarity, as well. Because this was our fourth essay, students should be writing without major grammatical errors, so I was disappointed to see two students with fragments and comma splices in a take-home essay. To determine student success or failure, I noted in my grade book, the grades for the Multi-Cultural Essay, making written comments about students who scored below 75%. Students who were successful (13 and of 16) wrote informed and gracious letters, not merely commenting on the poem, but writing insightful comments with which they might engage in a dialogue with their reader from the country connected with the poem. Students gave me considerable verbal feedback regarding this assignment, saying they found it more relevant than writing a literary analysis essay. I also overheard a student tell another student that she wanted to find a real person to send the essay to. As a future action plan, I might consider sharing some examples of tones to avoid because the students who came across as arrogant didn't intend it to sound that way and need some help learning to recognize such boundaries of pride versus conceit. (Mmathews/Fall 2014/).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[ENGL 1102 Course Plan Sp 2015](#)
[Fall 2014 English 1102 Syllabus](#)

Target:

Seventy percent of students will score seventy-five percent or better on the Multi-Cultural Essay (MMathews/Fall 2014).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[Fall 2014 English 1102 Syllabus](#)

M 19: Completion of a Four Essay Question Final Exam (Randall/Summer 2016)

For their final exam, students were asked to compare the three different genres of fiction, poetry, and plays with each other and across genres, defining literature in their own words and analyzing forms of communication used to reach a variety of people through three separate genres.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

[Final Exam Summer 2016](#)
[Syllabus -Randall/Summer 2016](#)

Target:

At least 75% of students will make a 70% or higher average on their Final Exam.

Finding (2015-2016) - Target: Met

In a traditional English 1102 course taught at the Dalton campus during the Summer of 2016, only 12 out of 17 enrolled students completed their final exam. 5/12 students (42%) made an A and 7/12 students (58%) received a B, so 100% of students who took the final made at least a 70% or higher. The Final Exam had four essay questions. The first essay question asked students to compare and evaluate the components of at least two fiction stories read throughout the semester, quoting two passages from each story to analyze. The second essay question asked students to compare two to three poems read throughout the course of the semester for similar or different poetic components, again evaluating and analyzing at least two quotes from each chosen poem. Essay question three asked students to evaluate at least two plays read throughout the semester and include at least two quotes from each play in their critical response. Finally, essay question four asked students to define and discuss literature itself and evaluate and analyze at least one play, one poem, and one fiction story read throughout the semester to defend their position and definition. Every student that took the final did extremely well on each of the questions, earning all A's and B's. The Final was a take home, which seemed to alleviate some pressure in student response and preparation time, although I did grade the essays more strictly than I would have done with in-class final exam essays.

Connected Documents

[Final Exam Summer 2016](#)
[Syllabus -Randall/Summer 2016](#)

Outc. 2: Utilization of technology and data to conduct research by citing informational sources

Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly (Critical Thinking).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[Instructions for Research Essay and Use of Citations](#)
[Rubric for Documentation of Literary Research Essay](#)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 2: Measurement by a rubric that evaluates the research and documentation components of 2 documented essays

Students' proficiency will be measured by a rubric that evaluates the research and documentation components of 2

documented essays—one of them being the research paper of the term—requiring a minimum of three secondary sources used ethically and cited within formatting parameters. (Fall 2013/Postell)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy percent of students will score 70% or better on the documentation components of 2 documented essay requiring primary sources used ethically and cited within formatting parameters. (Fall 2013/Postell)

Finding (2015-2016) - Target: Met

In English 1102-08, a traditional class taught on the Dalton campus in the Spring of 2016, the Target for Outcome 2 was met. Students were assigned two essays, Essay 2 and Essay 3, which required using outside documentation to include primary and secondary sources. Essays had to be formatted correctly according to MLA guidelines. On Essay 2, 92% (24 of 26 students) of those who completed English 1102 earned a 70% or better on the essay. The average grade for students completing that assignment was 85.2%. The assignment for Essay 2 required students to write a paper on either "The Things They Carried," using "The Things Men Do" by Lorrie Smith as their secondary source, or "The Yellow Wallpaper," using "To Herland and Beyond: Charlotte Perkins Gilman's 'The Yellow Wallpaper'" by Ann Lane as their secondary source. Students were required to include a minimum of two in-text parenthetical citations from their secondary source and at least one block quote from that same source. The secondary sources were handpicked to prevent students from searching on the internet for sources that might not have met peer reviewed/scholarly research article standards. A rubric was used to evaluate the students' success in incorporating outside documentation and for following MLA guidelines in general. All of the students who earned a 70% or higher grade on the paper met those requirements. One student who earned a 62 did not include any secondary sources in his paper, which means that he did not meet the stated requirement. Another student received a 60 as he plagiarized by not enclosing material in quotation marks when needed nor did he paraphrase correctly; he actually incorrectly paraphrased more than half of the paper. On Essay 3, a research paper, 96% of students (25 out of 26) earned a 70% or better on the five-page essay. The average grade on the research paper was 87.3%. One student earned a 60 on her paper because she did not include any secondary sources in the paper, which was a requirement for passing the assignment. On this essay assignment, students had to select a minimum of one additional approved story by authors we had studied in class to be read outside of class. Students were then expected to either compare and/or contrast the story we read in class with the story that they read outside of class or they could read two or more stories by an approved author (stories that we did not read in class) and compare and/or contrast them. They were expected to write a minimum of five pages to as many as seven. They were required to have two primary sources and a minimum of three secondary sources. The students in this class, for the most part, were very highly motivated and many of them are very capable writers. The grades for this assignment were higher than I expected and the average was higher than in most of my former 1102 classes who were given the same assignment, which I attribute to the high quality of students in this section. I believe that Outcome 2 was met on both papers for many reasons. On Essay 2, students expressed high interest in the subject matter which included reading and studying "The Things They Carried" and "The Yellow Wallpaper." The former deals with issues during the Vietnam War and the latter deals with psychological and gender issues in the 1800s, so students of varying interests could relate to or appreciate one or the other. On Essay 3, success could also be attributed to high interest on the subject matter. On this assignment, students were able to choose their own authors and works from a list which I provided, which helped personalize the assignment to the genres they preferred. Plus, students were expected to turn in a rough draft worth 20% of the grade; then they submitted a final draft worth 80% of the grade, and in all cases, grades improved from the initial stage to the final product. This group of students was generally well prepared for English 1102 and did not need excessive help with research paper preparation, including how to format using MLA documentation. Most had already been exposed to MLA formatting, so issues relating to those types of details were minimized. (Jane Taylor/Spring 2016)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

I will add one to two more days per semester to focus on MLA formatting.

Established in Cycle: 2012-2013

I will continue to spend three days in class covering MLA formatting and plagiarism, but I will increase the amount of time spent...

I will discuss documentation of both primary and secondary sources.

Established in Cycle: 2013-2014

Seventy percent of students will score 70% or better on the documentation components of 2 documented essay requiring primary ...

M 6: Completion of Three Research Essays that meet Grading Rubric Standards (Randall/Summer 2014)

Throughout the course of the five week, C session, Summer English 1102 class, students were required to successfully conduct research to enhance their own interpretations of literary works and to present their research by finding 5-6 scholarly sources in three MLA formatted, 5-6 page essays. These three research essays required student use of both a word program as well as internet search engines and library services.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Summer 1102 Syllabus 2014](#)

[Summer 2014 1102 Essay Grading Rubric](#)

[Summer 2014 1102 Research Essay Assignment](#)

Target:

Seventy percent of students will achieve a 70% or higher average on the three research essays, demonstrating their skill in using technology and citing sources.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Add MLA Works Cited assignment before Research Essay is Due

Established in Cycle: 2013-2014

In order to ensure and maintain the goal that seventy percent of students make a 70% or higher, I will implement an assignment r...

M 10: Cite Tech Sources (MMathews/Fall 2014/Sp 2015)

Students' competence will be measured by a rubric that verifies correct documentation of informational sources from technology within the research paper (MMathews/Fall 2014).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[ENGL 1102 Course Plan Sp 2015](#)
[ENGL 1102 Syllabus Sp 2015](#)
[Fall 2014 English 1102 Syllabus](#)
[Instructions for Research Essay and Use of Citations](#)
[Rubric for Documentation of Literary Research Essay](#)

Target:

Seventy percent of students will score seventy-five percent or better on the documentation of the research essay (MMathews/Fall 2014).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[Fall 2014 English 1102 Syllabus](#)
[Rubric for Documentation of Literary Research Essay](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Research with Technological Sources and Documentation

Established in Cycle: 2014-2015

For the 12% (4 out of 18) of students in English 1102-08, Composition 2, a traditional class taught at the Dalton State Colleg...

M 20: Completion Average of 3 Research Essays evaluated through specifications grading rubric (Randall/Summer 2016)

Students were asked to write three research essays over the course of the summer semester, one essay for each genre covered in class. Each essay was to be 5 full pages, in MLA format, include quotes from the work(s) being analyzed, and also include at least 4 scholarly sources - each quoted at least once in the essay itself as well as cited correctly on a Works Cited page. These components really tested student knowledge of technology and research usage. Students were taken to the library for a scavenger hunt orientation before their first essay was due. Students really enjoyed this activity and had plenty of time to familiarize themselves with MLA and research tools. In addition, for each essay, students had the option of revising as many times as they wanted to find and correct the mistakes highlighted on a specifications grading rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Research Essay Guidelines](#)
[Specifications Grading Rubric](#)
[Syllabus -Randall/Summer 2016](#)

Target:

At least 75% of students will make a 70% average on each of the three research essays.

Connected Document

[Specifications Grading Rubric](#)

Finding (2015-2016) - Target: Met

In a traditional English 1102 class taught at the Dalton Campus during the Summer of 2016, only thirteen out of 17 enrolled students submitted their first research essay analyzing a work of fiction. 2/13 made an A (15%), 8/13 made a B (62%), and 3/13 students (23%) made an F. Therefore, 77% of students that submitted research essay one passed with at least a 75% or higher, meeting the target for research essay one. For research essay two analyzing poetry, again only thirteen students submitted their essays. 4/14 of students (31%) made an A, 3/13 students (23%) made a B, 2/13 students (15%) made a C, and 4/14 students (31%) made an F. Therefore, for research essay two, only 69% of students made at least a 70% or higher, which means the target was not met - though just by 5%. Writing on poetry is often more difficult for students, and I think students were also overwhelmed and tired at this point in the semester. Students are allowed to revise each essay to meet the specifications grading -as I do not mark their errors on their essays, but mark the errors they made on a rubric and give the students the opportunity to find and fix their mistakes. Even so, four students chose not to revise their failing grades, or were unable to raise their failing grade by meeting with me and/or correcting the errors. For research essay three where students analyzed plays, again, only thirteen submitted their essays. 3/13 students (23%) made an A, 4/13 students (31%) made a B, 4/13 students (31%) made a C, and 2/13 students (15%) made an F - choosing not to revise or revising but not fully fixing their errors. Therefore, for research essay three, 85% of students made at least a 70% or higher on their essay, meeting the target. The overall average was 77% of students made a 70% or higher average on all three research essays, meaning the target was met.

Connected Documents

[Research Essay Guidelines](#)
[Specifications Grading Rubric](#)
[Syllabus -Randall/Summer 2016](#)

Outc. 3: Analysis and evaluation of conclusions and arguments

Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments (Critical Thinking).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[In-Class Persuasion or Argument Essay](#)
[Rubric to Measure Logic of Argument and Conclusion in Persuasion Essay](#)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
- 3.3.1.1 educational programs, to include student learning outcomes
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
- 3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
- 4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
- 9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
- 9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 3: Measurement by rubrics that evaluate the content and analysis, components of 3 essays

Students' competence will be measured by rubrics that evaluate the content and analysis components of 3 essays—one of them being the term paper of the course—in which students quote from and evaluate a variety of literary passages, demonstrating the relationship between the works and their own inferences. (Fall 2013/Postell)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy percent of students will score 70% or better on the content and analysis components of 3 essays—one of them being the term paper of the course—in which students quote from and evaluate a variety of supporting literary passages, demonstrating the relationship between the works and their own inferences. (Fall 2013/Postell)

Finding (2015-2016) - Target: Met

In English 1102-08, a traditional class taught on the Dalton State campus in Spring 2016, the Target for Outcome 3 was met. Three essays were included in this measure: Essay 2, a short research paper using pre-assigned secondary sources; Essay 3, a longer research paper using approved GALILEO sources; and Essay 4, an in-class essay in which students were allowed to use their books to incorporate quotations and literary passages from the works that were included as possible essay topics. For Essay 2, 92% (24 of 26) of the students earned a 70% or higher; on Essay 3, 96% (25 of 26) earned a score of 70% or higher; and on Essay 4, 100% earned a grade of 70% or higher. This measure requires that students quote from and evaluate a variety of supporting literary passages, demonstrating the relationship between the works and their inferences. In the case of all three of these essay assignments, students were required to quote passages from the works under consideration. For example, for Essay 2, students were required to use quotations from both the primary source, either "The Things They Carried" or "The Yellow Wallpaper," and from the secondary sources that accompanied them, either "The Things Men Do" by Lorrie Smith, a critique of Tim O'Brien's "The Things They Carried," or "To Herland and Beyond: Charlotte Perkins Gilman's 'The Yellow Wallpaper,'" an essay critiquing Gilman's work. Students were required to include a minimum of two in-text parenthetical citations and one block quote. They were instructed to use no more than 25 - 30 % quoted material, as the most important component of the paper was to make an argument for their own interpretation of the work. Only two students scored less than the desired 70% mark; one student had failed to include any secondary source information in his paper and the other had plagiarized most of his essay. The average grade on this assignment was an 85.2. On Essay 3, a research paper that required students to include and reference a minimum of two primary sources and a minimum of three secondary sources, only one student earned a mark below 70%, again a plagiarism issue. On this assignment, students were to include parenthetical in-text citations and block quotes from their sources and were again limited to using between 25 - 30 percent from either types of sources, avoiding the overuse of primary quotations, as their own inferences were of primary importance. Students were also limited to selecting articles from GALILEO sources, as these articles are peer reviewed and scholarly works are the only ones that can be trusted in a research paper. MLA documentation was required throughout, and several

class periods were spent reviewing MLA documentation techniques, although most of the students in this class seemed well versed in MLA. Students in this section of English 1102 did very well on this assignment overall. Most chose authors such as Edgar Allan Poe, Tim O'Brien, and Flannery O'Connor, as we had studied each of them and most students had shown interest in the types of stories those authors write. The average grade on this assignment was an 87.3. On Essay 4, an in-class essay that involved writing a five-paragraph analysis of a play or poem, students were encouraged to include direct quotes from the works and were allowed to use their texts in order to locate and properly document important passages. Works that they could choose from include the play *Proof*, by David Auburn, *A Midsummer Night's Dream*, by William Shakespeare, and "Nurse's Song" by William Blake, among others. While 100% of students passed this essay exam with a grade of 70% or above, 50% (13 of 26) of students did include direct quotations from the works under discussion while the other 50% (13 of 26) primarily used paraphrasing of passages, but used them correctly. The average grade on this assignment was a 92.1. I believe that the Target for Outcome 3 was met because these students, for the most part, were highly motivated students who were genuinely interested in the material. We had very lively in-class discussions from the first day of class. Students were not afraid to ask questions. Most importantly, they seemed to be well prepared as a group for tackling complex documentation techniques and they seemed to learn from their mistakes as they went along. (Jane Taylor/Spring 2016)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

I will provide students with more model essays.

Established in Cycle: 2012-2013

I provide students with a sample essay to model for them what an analysis should look like, but I will provide more samples for ...

I will discuss the interpretation of content with examples.

Established in Cycle: 2013-2014

Seventy percent of students will score 70% or better on the content and analysis components of 3 essays—one of them being the te...

M 7: Completion of 23 Dialogic Notebook Entries (Randall/Summer 2014)

Throughout the five week, C session 1102 course, students were asked to complete a total of 23 entries to be compiled in a notebook or folder. These entries were opportunities for them to create a dialogue with the text as they read as well as an opportunity to dialogue with students and the professor in class and to agree or disagree with interpretations and assessments given during lecture time. Twelve of the entries were completed out of class for homework, and eleven were completed in-class as students were given time to digest and analyze works in class as a group. The notebook was due on the last day of class.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Summer 1102 Syllabus 2014](#)

[Summer 2014 1102 Dialogic Entries Assignment](#)

Target:

Seventy percent of students will complete this assignment with a 70% or higher, interpreting and evaluating works they read throughout the course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Sample Notebooks and More Deadlines

Established in Cycle: 2013-2014

To ensure this goal continues to be met and that seventy percent of students make at least a 70% or higher in their grasp of arg...

M 11: Logic & Concl of Persuasion Assig (M Mathews/Fall 2014/Spring 2015)

Students' competence will be measured by a rubric that evaluates an argumentative essay's conclusions according to the rhetoric of logic. (Mathews/Fall 2014).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Course Plan for English 1102 Fall 2014](#)

[ENGL 1102 Course Plan Sp 2015](#)

[ENGL 1102 Syllabus Sp 2015](#)

[Fall 2014 English 1102 Syllabus](#)

[In-Class Persuasion or Argument Essay](#)

[Rubric to Measure Logic of Argument and Conclusion in Persuasion Essay](#)

Target:

Seventy percent of students will score seventy-five or better on the logic and conclusion portion of the Persuasion/Argument Essay.

Connected Documents

[Course Plan for English 1102 Fall 2014](#)

[Fall 2014 English 1102 Syllabus](#)

[In-Class Persuasion or Argument Essay](#)

[Rubric to Measure Logic of Argument and Conclusion in Persuasion Essay](#)

M 18: Pre-Research Paper Assignment

This essay assignment involves prepares students for writing their major research paper by teaching them the principles of using primary and secondary sources in works under consideration.

Source of Evidence: Written assignment(s), usually scored by a rubric

M 21: Completion of Six In-Class Essays (Randall/Summer 2016)

Throughout the course of the semester, students's analysis and evaluations of works were tested through in-class essays. Each in-class essay covered specific reading assignments students could choose from, and students were allowed to choose their own topics. The only specifications included students must write six paragraphs, have an

introduction with a clear thesis that contained the what and the why, have four body paragraphs with at least one quote from the work analyzed in each, and have a conclusion paragraph whose last sentence was thought provoking.
Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Analytical Essay Guidelines](#)
[Syllabus -Randall/Summer 2016](#)

Target:

At least 75% of students will average at least a 70% or better on their in-class essays

Finding (2015-2016) - Target: Met

In a traditional English 1102 class taught at the Dalton Campus during the Summer of 2016, for each in-class essay students were given at least an hour and a half out of a three hour class to write or type their essays. 17 students submitted in-class essay one, where 9/17 made an A (53%), 5/17 made a B (29%), 2/17 made a C (12%), and 1/17 made a D (6%), meaning that 94% of students made at least a 70% or higher on their first in-class essay. The goal for in-class essay one was met. I was more lenient in grading the in-class essays, particularly the first few, though the majority of students had very insightful comments to make when evaluating the conclusions and arguments of works read to that point. For in-class essay two, 8/17 students made an A (47%), 6/17 students made a B (35%), and 3/17 students made a C (18%) - no students made lower than a C, so the goal for in-class essay was definitely met by 100%. For in-class essay three, 10/17 students made an A (59%), 4/17 students made a B (24%), and 3/17 students made a C (18%) -again, no student made lower than a C on their third in-class essay, meaning the target for in-class essay three was also met, and again by 100%. For in-class essay four, 11/16 students made an A (69%), 3/16 students made a B (19%), 1/16 students made a C (6%), and 1/16 students made a D (6%). The target for in-class essay four was also met, as 94% of students made at least a 70% or higher on their in-class essay assignment. For in-class essay five, 15/16 students made an A (94%) and 1/16 made a B (6%). I was impressed that all essays submitted received either an A or a B, and 100% of the students met the target for in-class essay five. For in-class essay six, 9/14 students made an A (64%), 2/14 students made a B (14%), 2/14 students made a C (14%), and 1/14 of students made a D (7%). 93% of students made at least a 70% or higher on in-class essay six, meaning this target was also met. While difficult at times, the in-class essays helped students organize their thoughts when it came to evaluating literary works and also for their larger research essays. The majority of students enjoyed the assignments and said they were very helpful.

Connected Documents

[Analytical Essay Guidelines](#)
[Syllabus -Randall/Summer 2016](#)

Outc. 4: Evaluation of works under investigation

Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation (Critical Thinking).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[Instructions for Research Essay and Use of Citations](#)
[Rubric for Content and Analysis of Research](#)
[Rubric for Documentation of Literary Research Essay](#)

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 4: Measurement by a rubric that evaluates the analysis and content component of the term paper

Students' ability will be measured by a rubric that evaluates the analysis and content component of the term paper of the course in which they create and defend convincing thesis points. (Fall 2013/Postell)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy percent of students will score 70% or better on the analysis and content component of the research essay in which sources and passages to deepen the discussion and presentation of thesis points are included and adequately discussed and analyzed. (Fall 2013/Postell)

Finding (2015-2016) - Target: Met

In English 1102-08, a traditional class taught on the Dalton State campus in Spring 2016, the Target for Outcome 4 was met. On the research paper, Essay 3, 96% (25 of 26) earned a score of 70% or higher on the final draft of their essay. On Essay 3, a research paper that required students to include and reference a minimum of two primary sources and a minimum of three secondary sources, only one student earned a mark below 70%, which involved a plagiarism issue. On this assignment, students were to include parenthetical in-text citations and block quotes from their sources and were again limited to using between 25 - 30 percent from either types of sources, avoiding the overuse of primary quotations, as their own inferences were of primary importance. Students were also limited to selecting articles from GALILEO sources, as these articles are peer reviewed and scholarly works are the only ones that can be trusted in a research paper. MLA documentation was required throughout, and several class periods were spent reviewing MLA documentation techniques, although most of the students in this class seemed well versed in MLA. A rubric was used to evaluate the analysis and content component of the term paper. Students were expected to produce a minimum of five full pages and to include block quotes and statements from literary critics to enhance their own inferences about the work. They were also expected to give sufficient details and examples to support the thesis they had developed. Students in this section of English 1102 did very well on this assignment overall. Most chose authors such as Edgar Allan Poe, Tim O'Brien, and Flannery O'Connor, as we had studied each of them and most students had shown interest in the types of stories those authors write. The average grade on this assignment was an 87.3. I believe that the Target for Outcome 4 was met because these students, for the most part, were highly motivated students who were genuinely interested in the material. We had very lively in-class discussions from the first day of class. Students were not afraid to ask questions. Most importantly, they seemed to be well prepared as a group for tackling complex documentation techniques and they seemed to learn from their mistakes as they went along. (Jane Taylor/Spring 2016) [Preview Formatting] Established by Jane Taylor on 5/4/2016

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

I will provide students with more model essays.

Established in Cycle: 2012-2013

I provide students with a sample essay to model for them what an analysis should look like, but I will provide more samples for ...

I will focus more in-class time on the research paper.

Established in Cycle: 2013-2014

Seventy percent of students will score 70% or better on the analysis and content component of the research essay in which sourc...

M 8: Completion of 23 In-Class and Out-of-Class Dialogic Notebook Entries (Randall/Summer 2014)

While the in-class essays and research essays require students to evaluate, analyze, and interpret works from the text, the notebook entries really ask students to be honest with themselves in their evaluation of works under investigation. Particularly with the twelve out-of-class entries assigned for homework, students are asked to create a dialogue with each piece of work and to interpret the motive and theme behind the author's writing as well as to evaluate the work's strengths and weaknesses in an opinion section. The eleven in-class entries also require evaluation, but these in-class entries are more focused on the evaluation of peer and instructor interpretations of each work rather than the works themselves. However, together both types of entries help students understand each work in a variety of ways, emphasizing the need for continual analysis and critical thinking - not just in this course but in other relevant areas of life such as relationships, work, and family living, themes emphasized in the majority of literature covered in this course.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Summer 1102 Syllabus 2014](#)

[Summer 2014 1102 Dialogic Entries Assignment](#)

Target:

Seventy percent of students will make at least a 70% or higher on their Dialogic Notebooks

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Assign all Dialogic Entries as Homework

Established in Cycle: 2013-2014

To ensure seventy percent of students make a 70% or higher on this goal, dialogic entries will be broken into three separate sec...

M 12: Analysis and Content of Research Essay (MMathews/Fall 2014/Sp 2015)

Students' competence will be measured by a rubric that evaluates the analysis and content component of the research paper (MMathews/Fall 2014).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[ENGL 1102 Course Plan Sp 2015](#)
[ENGL 1102 Syllabus Sp 2015](#)
[Fall 2014 English 1102 Syllabus](#)
[Instructions for Research Essay and Use of Citations](#)
[Rubric for Content and Analysis of Research](#)

Target:

Seventy percent of students will score seventy-five percent or better on the analysis and content component of the research paper (MMathews/Fall 2014).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)
[Fall 2014 English 1102 Syllabus](#)
[Instructions for Research Essay and Use of Citations](#)
[Rubric for Content and Analysis of Research](#)

M 22: Successful Completion of 10 Reading Responses for Homework (Randall/Summer 2016)

Throughout the course of the semester, students were asked to complete ten reading responses where they evaluated literary works assigned up to that point in the course. Students were asked to answer a series of questions where they evaluated the meanings and themes of each work assigned (sometimes there were ten or twelve works assigned - as with poems, for example) as well as assess their opinion of the work and why the work was considered literature and required reading. As long as each response was at least two pages, students were free to take their responses wherever necessary, as long as they answered the questions asked. No student that submitted a reading response made less than a C, so the target was met, and these writing assignments were a wonderful way for students to evaluate works periodically as they were read and assigned -and a great way to ensure students were actually completing the readings and evaluating them critically.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[Reading Response Guidelines and Example Syllabus -Randall/Summer 2016](#)

Target:

At least 75% of students will make a 70% or higher average on their ten reading responses.

Finding (2015-2016) - Target: Met

In a traditional English 1102 class taught at the Dalton campus during the Summer of 2016, no student who completed a reading response made lower than a C, meeting this target. For Reading Response One, 14/17 students made an A (82%) and 3 /17 students made a B (18%). For Reading Response Two, 11/13 students made an A (85%), 2/13 made a B (15%), and 1/13 made a C (8%). For Reading Response Three, 10/14 students made an A (71%), 3/14 students made a B (21%), and 1/14 students made a C (7%). For Reading Response Four, 14/15 students made an A (93%) and 1/15 made a B (7%). For Reading Response Five, 13/15 students made an A (87%) and 2/15 made a C (13%). For Reading Response Six, 11/15 students made an A (73%), 2/15 made a B (13%), and 2/15 made a C (13%). For Reading Response Seven, 11/13 students made an A (85%), 1/15 students made a B (7%), and 1/15 students made a C (7%). For Reading Response Eight, 11/14 students made an A (79%), 2/14 students made a B (14%), and 1/14 students made a C (7%). For Reading Response Nine, 13/14 students made an A (93%) and 1/14 students made a B (7%). For Reading Response Ten, 7/11 students made an A (64%) and 4/11 students made a B (36). 100% of students who completed their reading responses met the target, displaying critical thinking skills and really evaluating assigned readings, whether fiction, poems, or plays.

Connected Documents

[Reading Response Guidelines and Example Syllabus -Randall/Summer 2016](#)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Conferences

Students will attend at least one conference before turning in an essay.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

I will add one to two more days per semester to focus on MLA formatting.

I will continue to spend three days in class covering MLA formatting and plagiarism, but I will increase the amount of time spent in class to four to five more days. The student work in groups to put together a Works Cited page and parenthetical citations for summarizing, paraphrasing, and quoting. I could add another day or two. During this extra class time, I could have the groups exchange their work with another group's. Then each group can evaluate and grade what another group has done. We can discuss each group's evaluation in class and discuss how to fix any errors and where to look for the correct way to format sources.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the research and documentation components of 2 documented essays | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

I will provide students with more model essays.

I provide students with a sample essay to model for them what an analysis should look like, but I will provide more samples for students. I will also have students evaluate a sample essay and grade it. I am also considering requiring peer editing sessions again. This time, unlike in the past, I would have students use the actual rubric to evaluate two peer essays. Then after peer editing, students can have a week to revise and edit the essay--and of course I will reiterate that they should come to me and/or the Writing Lab for assistance.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the analysis and content component of the term paper |

Student Learning Outcome: Evaluation of works under investigation

I will provide students with more model essays.

I provide students with a sample essay to model for them what an analysis should look like, but I will provide more samples for students. I will also have students evaluate a sample essay and grade it. Hopefully, this activity will help students explore in more detail and depth the inner workings of essay structure. My hope is that a greater understanding of essay structure will allow them to know when they need to add detail and analysis to an essay. Then, the students can come to me for help if they are not sure how to add analysis. Getting them to recognize that analysis is needed is half the battle. I will continue to encourage students to see me in my office hours and to go to the Writing Lab for assistance.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Aud & Purp in Multi-Cult Poetry Essay (MMathews/Fall 2014/Spring 2015) | **Student Learning**

Outcome: Determination of forms of communication to audiences and purposes

Measure: Measurement by rubrics that evaluate the content and analysis, components of 3 essays |

Student Learning Outcome: Analysis and evaluation of conclusions and arguments

I will require students to turn in a rough draft of their introductions and thesis statements for at least one essay.

I will require students to turn in a rough draft of their introductions and thesis statements for at least one essay. I can give students feedback and suggestions before they complete the essay. I always allow students to email me introductions, thesis statements, and questions, and I encourage them to see me in my office, but hopefully requiring students to turn in thesis statements so that I can evaluate them will encourage all students to ask for help and give them more feedback before they have essays evaluated.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the thesis component of 3 essays (Fall 2013/Postell) |

Student Learning Outcome: Determination of forms of communication to audiences and purposes

Add MLA Works Cited assignment before Research Essay is Due

In order to ensure and maintain the goal that seventy percent of students make a 70% or higher, I will implement an assignment requiring students to find and evaluate quotes from sources before they write each research essay. These annotated Works Cited pages will subsequently remove some of the stress from students having to conduct research and write their essay in the same amount of time and provide them all the pieces they need to construct an effective essay, which will help them to more successfully reach this goal. And, in order to combat students not turning in assignments, I will continue to announce due dates and emphasize my office hours and the assistance of the writing lab.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: Low

Relationships (Measure | Student Learning Outcome):

Measure: Completion of Three Research Essays that meet Grading Rubric Standards (Randall/Summer

2014) | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

Assign all Dialogic Entries as Homework

To ensure seventy percent of students make a 70% or higher on this goal, dialogic entries will be broken into three separate sections with three distinct due dates, and the final notebook will require a one page self-reflection and analysis on why each genre exists distinctly and how these genres and works fit the definition of literature. All entries could also be done out-of-class and completed after each lecture and in-class discussion so students consider other student interpretation as well as instructor comments in their evaluation of each work. Sample notebook entries will also be displayed and placed on GAVIEW for easy student access and instructor office hours will be emphasized for students who need assistance.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: Low

Relationships (Measure | Student Learning Outcome):

Measure: Completion of 23 In-Class and Out-of-Class Dialogic Notebook Entries (Randall/Summer 2014) |

Student Learning Outcome: Evaluation of works under investigation

I will discuss documentation of both primary and secondary sources.

Seventy percent of students will score 70% or better on the documentation components of 2 documented essay requiring primary sources used ethically and cited within formatting parameters. There were 43 of 48 students (90%) who used sources successfully; however, although this target was met, students need practice with documentation. When I taught this course in the 90's, I would spend several days discussing how to document, paraphrase, and write a Works Cited page. This term, I did not spend nearly as much time as I would have spent in the past because I assumed that the students had worked with research papers because a short research paper is required in English 1101. Since some students just have trouble with documentation and others have not taken English 1101 recently, I plan to fully cover documentation of both primary and secondary sources. The five students who had difficulty with documentation continued to have problems with it all semester, even though at least two of the students came by to see me about documentation, and I offered to help anyone who had questions. Perhaps the extra instruction will address problems students have, and they can enter into the research paper assignment with a better understanding of how to document both primary and secondary sources.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the research and documentation components of 2 documented essays | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

I will discuss the interpretation of content with examples.

Seventy percent of students will score 70% or better on the content and analysis components of 3 essays—one of them being the term paper of the course—in which students quote from and evaluate a variety of supporting literary passages, demonstrating the relationship between the works and their own inferences. With this target, 59 of 67 students (88%) earned a 70 or better. The percentage is good, but there were still 8 of 67 students who earned a D because students have difficulty interpreting the literature. One student actually believed that Whitney, a male character in "The Most Dangerous Game," is a female. My guess is that the student either did not listen to the discussion of the story, did not read the story, or both. The student was clearly looking at the name and making a present-day assumption since the name is used now for females. The students need to see some examples of content from essays that demonstrate mastery of this target. Perhaps seeing one or two essays that analyze and evaluate the literature will give students a clearer picture of how to write their essays and research paper. Students benefit from seeing specific examples, so I'm hoping that using these examples will give students the assistance they need in interpreting literature.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by rubrics that evaluate the content and analysis, components of 3 essays | **Student Learning Outcome:** Analysis and evaluation of conclusions and arguments

I will discuss thesis sentences in literary essays.

Seventy percent of students will score 70% or better on the thesis sections of 3 essays—one of them being the course research paper—providing a thesis with a specific and defensible opinion and position along with supporting points to present a unique perspective on the poetry, fiction, or drama they read. For this target, there were 64 of 67 students (96%) who earned an A, B, or 70% on the thesis sentence. Although this target was met, next term, I plan to spend about 15-20 minutes reviewing the class on thesis sentences and how to formulate an effective thesis sentence for a literary essay. Some students put off taking English 1102 and forget how to construct an effective thesis sentence. Others, who barely passed English 1101, will definitely need a refresher on how to write an effective thesis sentence. I plan to provide extra opportunities for assistance to students for the first two essays and definitely for the research essay by dedicating a portion of class to questions about the thesis. Hopefully, all of these opportunities will result in giving students a better perspective on constructing a thesis sentence and will catch problems before they arise.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the thesis component of 3 essays (Fall 2013/Postell) | **Student Learning Outcome:** Determination of forms of communication to audiences and purposes

I will focus more in-class time on the research paper.

Seventy percent of students will score 70% or better on the analysis and content component of the research essay in which sources and passages to deepen the discussion and presentation of thesis points are included and adequately discussed and analyzed. Since only 61% of the students (14 out of 23) earned a 70% or better and five students earned Ds on the analysis and content component of the essay, next term, I plan to spend more in-class time on the research paper, even if it is just for a portion of the class. This term, we had one day in the library that was an orientation designed for English 1102 classes; then we went to the library one more day for students to research and/or work on their rough draft. Apparently, this was not enough for many students, so I may move the research paper earlier in the course so that students do not have time to postpone working on it in order to complete last-minute assignments. A bit of time spent on peer editing for the research paper, or even just a twenty-minute discussion, might also keep students on task with the research paper. It seems as if just giving the assignment, with very little intervention on my part and/or very few due dates for parts of the paper, may not lead to the desired outcome. By keeping the research paper assignment "on the students' radar," so to speak, they will have more reasons to stay current with the assignment. In addition, more in-class time will give students some time in class to ask me questions they may have, resulting in better written research papers.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the analysis and content component of the term paper | **Student Learning Outcome:** Evaluation of works under investigation

Sample Notebooks and More Deadlines

To ensure this goal continues to be met and that seventy percent of students make at least a 70% or higher in their grasp of argumentation, I will break the notebook into three sections to mirror the way I teach 1102, assigning specific deadlines for each genre. Entries on fiction stories will be due first, followed by entries on poetry, and, finally, entries on plays will be due last. Then, I will have students polish up their ideas, offer them an opportunity to make up any missed entries for the final notebook grade, and add a component to this assignment asking them to reflect on each genre and the nuances of literature in the final dialogic notebook due the last day of class. In this way, students will be more motivated and disciplined in completing their entries and be forced to evaluate each author and work's conclusions and arguments, whether obvious or subtle. I will also show the class sample student notebooks along with the assignment guidelines so there is less confusion with this assignment.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Student Learning Outcome):

Measure: Completion of 23 Dialogic Notebook Entries (Randall/Summer 2014) | **Student Learning Outcome:** Analysis and evaluation of conclusions and arguments

Varied lengths and more samples

In order to maintain and improve upon the target of seventy percent of students making at least a 70% in their essays displaying grasp of audience and purpose, I will offer more sample student essays as guidelines and will also vary essay lengths so students start slowly with perhaps a paragraph that really highlights effect thesis statements and building to a three or even five page in-class essay. Subsequently, students will become more adept at expressing themselves on paper, will more fully understand the need to address purpose and audience, and will become more effective in structuring and organizing their essays.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: Low

Relationships (Measure | Student Learning Outcome):

Measure: Completion of Ten In-Class, Handwritten Essays in Compliance with a Grading Rubric (Randall/Summer 2014) | **Student Learning Outcome:** Determination of forms of communication to audiences and purposes

English 1102-02 Summer 2015

Eighteen students turned in the Research Essay for English 1102-02. Fifteen students (83%) passed the research component and ten (56%) passed the documentation component. Three students did not pass the research component because they did not use the required number of sources. Eight students failed the documentation component with D's or F's because they either did not cite in the essay sources listed on the Works Cited page and/or did not provide a Works Cited page. To meet this target the next time that I teach English 1102, I can do a couple of things. First, I can require students to turn in their Works Cited pages before the essay is due and grade the MLA format and ensure that students have the correct number of sources. I can also require that students either visit me in my office or visit the Writing Lab to get assistance with their MLA citations before the essay is due. The required visit can count as a homework grade.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

English 1102-02 Summer 2015

Only 11/19 students (58%) passed the analysis component of the Compare/Contrast essay. Nine students rewrote the essay. Before the rewrite, one student earned an A, six earned B's, three earned C's, four earned D's, and five earned F's on the analysis section. After the rewrite, five students earned A's, six earned B's, zero earned a C, three earned D's, and five earned F's on the analysis section. Students who earned F's did not rewrite this essay. To meet this target for future classes, I will spend more time in class giving examples of how to write a thesis for this type of essay and how to organize it. I can also have students work in groups or individually to come up with sample thesis statements and outlines. I can also provide a sample compare/contrast essay. I have not assigned an out-of-class compare/contrast essay in 1102 before, so I did not have a sample to give the class. Now I do have a sample and can provide one to discuss with future classes.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Research with Technological Sources and Documentation

For the 12% (4 out of 18) of students in English 1102-08, Composition 2, a traditional class taught at the Dalton State College campus during Fall 2014, who failed to meet Target 2, for SLO 2, to successfully research and document with both electronic and traditional sources, a literary analysis essay, I have examined the data regarding their failures to see how I can help higher percentages of future classes to succeed. Of the 22% of students (4 out of 18) who were not successful, difficulty was expressed in lack of formatting, ordering of sources on the Works Cited page, failure to include parenthetical citations and failure to connect the parenthetical citations with the bibliography. Because students had been provided with numerous sample essays and bibliographies, I am unable to suggest this as a solution for helping those students who need help with documentation and citation. In addition, I employ an Embedded Librarian component during the teaching of the Research Component who demonstrates suitable research sources and the documentation of various data bases within the library that have already been evaluated for lack of bias and suitability for scholarship. (MMathews/Fall 2014).

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Student Learning Outcome):

Measure: Cite Tech Sources (MMathews/Fall 2014/Sp 2015) | **Student Learning Outcome:** Utilization of technology and data to conduct research by citing informational sources

Implementation Description: Regarding the 22% of students (4 and of 18), I may have to ask them to turn in the Works Cited page prior to their turning in the final essay so that I can help students who are lost or drawing from commercial sites or failing to grasp how to use technological and other sources. (MMathews/2014).

Projected Completion Date: 04/2015

Responsible Person/Group: Dr. Marsha Mathews

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

For my English 1102-08 Spring Semester 2016 class, I found strengths to be a lively classroom environment and well prepared students. I did require quizzes, some online and some pop quizzes in class, which I believe increased the preparedness of the students. Most of the students seemed to be motivated by the possibility of an in-class pop quiz, and almost all of them completed outside of class assignments in a timely manner. This contributed to a sense of shared purpose in the classroom, which was to examine and enjoy the literature to be discussed. I also tried to provide sufficient time to discuss matters related to writing the out-of-class papers that included MLA documentation and the inclusion of

primary and secondary sources. In addition, I incorporated a more engaging poetry discussion than in years past, and I would like to expand this poetry exploration in the semesters to come. In the future, I hope to improve by spending even more time on documentation and I would like to enhance the study of poetry even further. I continue to believe that increased time spent on MLA documentation exercises is valuable, and I will continue to try to find new ways to make that process more meaningful. I will also use the online (via GAView) quiz method of requiring some quizzes to be done prior to class and turned in during class time, as I found that to be very effective. (Jane Taylor/Spring 2016) (Randall/Summer 2016) I really enjoyed the students in my summer 2016, English 1102 class. Most of them were not afraid to participate and share their perspectives and viewpoints, which made coming to class interesting, unique, and exciting. I enjoyed hearing student interpretations and discussions of literary works, and we also did a good bit of grammar review, mainly through using an online game website called Zoot where students used their smart phones to choose what they thought was the correct answer. I also gave extra credit for students who brought food for everyone. The reading responses also ensured students stayed on target with the individual and group in-class discussions, paving the way for more effective in-class essays as well as research essays and a final exam. I also made an effort to get all grading done by the next class period (or two days at the most). In this way, feedback was useful for students and helped them as they continued evaluating literary works and completing assignments. I also met with many students in the writing lab to assist them as they formulated ideas, wrote their essays, and revised. Allowing students to revise their research essays was also a relief for students worried about grammar and formatting. I saw great improvement in many students's grammar and writing skills as the semester progressed. I also tried a free, online textbook for the first time, with great results. Students found the online readings to be very convenient, and not having to pay for their readings was a big help - as all students in the class also worked full time jobs. I also worked closely with the librarians to create a scavenger hunt library orientation for my students to have more hands on activities and feel more comfortable in the library and with using the library's resources. All these factors contributed to a wonderful learning environment for myself and for students. The biggest weakness this assessment revealed was the large amount of students who failed their second research essay over poetry. In the future, I will take students to the library again (as I did before their first essay was due) and have them actually complete part of this essay in stages so they can focus more on meeting all the guidelines. Even though students can revise these essays, many of them did not find time to do so or could not pinpoint and correct all the various mistakes. I also try to meet with each student that fails at least one essay, but, with students also working full time, this is difficult. Next time, I will make these meetings mandatory. Overall, students did remarkably well and progressed greatly in the months from May to July that I was able to meet with them (Randall/Summer 2016).

Connected Documents

[Course Plan for English 1102 Fall 2014](#)

[Fall 2014 English 1102 Syllabus](#)

[In-Class Persuasion or Argument Essay](#)

[Instructions for Research Essay and Use of Citations](#)

[Mult-Cultural Essay, Essay 4](#)

[Rubric for Content and Analysis of Research](#)

[Rubric for Documentation of Literary Research Essay](#)

[Rubric to Measure Logic of Argument and Conclusion in Persuasion Essay](#)