

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Department of English  
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**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please indicate as much. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.  
If the information is not current, please provide an update:

Information is current as of 9/9/15.

**B. Mission Statement**

Please review the Mission Statement for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Mission Statement is current as of 9/9/15.

### **C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Student Learning Outcomes are current as of 9/9/15.

There are two overall Departmental Outcomes plus Learning Outcomes for the individual programs within the department.

#### **D. Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Curriculum Grid is Current as of 9/9/15.

Curriculum Map: Creative Writing Emphasis

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Produce polished original work in one of traditional genres.	Demonstrate critical self-awareness.	Demonstrate editorial proficiency.	Demonstrate a practical knowledge of the publication process.	Demonstrate a confidence in their own work.	Create a portfolio of their writing.
Critical Approaches: ENGL 3080	NA	3	2	NA	2	NA
Writing: ENGL 3250, 3260, 3270, 3280	2	2	2	NA	NA	NA
Language: ENGL 3010, 3030, 3040, 3050	2	NA	1	NA	NA	1
American Literature: ENGL 4520, 4530	NA	2	2	NA	NA	NA
American Literature: ENGL 4540, 4550	NA	2	2	NA	NA	NA
British Literature: ENGL 4610, 4620, 4630	NA	2	2	NA	NA	NA
British Literature: 4640, 4650, 4660	NA	2	2	NA	NA	NA
World: ENGL 3510, 3730, 3880, 4750, 4760	NA	2	2	NA	NA	NA
Studies in Genre: ENGL 3350 (choice between different titles)	2	2	2	NA	NA	NA
Workshop: ENGL 4920, 4940, 4960	Varies	Varies	Varies	2	2	Varies
Electives: 2100, 2200, 2220, 2240, 2250, 2260, 2290, 2510, 2710	Varies	Varies	Varies	Varies	Varies	Varies

Portfolio & Public Reading	3	3	3	3	3	3
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Curriculum Map: English (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Critical Approaches: ENGL 3080	3	2	3	3	2
Writing: ENGL 3100, 3210, 3250, 3270, 3280	Varies	Varies	NA	3100 (1) 3210(1)	NA
Language: ENGL 3010, 3030, 3040, 3050	1	NA	1	1	NA
American Literature: ENGL 4520, 4530	3	3	1	1	3
American Literature: ENGL 4540, 4550	3	3	1	1	3
British Literature: ENGL 4610, 4620, 4630	3	3	1	1	3
British Literature: ENGL 4640, 4650, 4660	3	3	1	1	3
World Literature: ENGL 3510, 3730, 3880, 4750, 4760	3	3	1	1	3
Electives: ENGL 2100, 2200, 2220, 2240, 2250, 2260, 2290, 2510, 2710	2	2	1	1	2

Curriculum Map: English Teaching (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
	Write & read in multiple genres.	Discuss, share, & evaluate a wide range of literature.	Plan a coherent curriculum for teaching language arts.	Engage students & teach students to read & write.	Integrate reading, writing, & language instruction.	Use appropriate formal & informal assessments.	Revise instructional plans & gather & evaluate professional resources.	Articulate a professional & coherent philosophy of language arts instruction.
Critical Approaches: ENGL 3080	1	2	NA	NA	2	1	NA	NA
Methodology Block: ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3	3	3
Writing: ENGL 3100, 3210, 3250, 3270, 3280	2	NA	NA	NA	3210(1)	1	NA	NA
American Literature: ENGL 4520, 4530	2	2	NA	1	1	1	NA	NA
American Literature: ENGL 4540, 4550	2	2	NA	1	1	1	NA	NA
British Literature: ENGL 4610, 4620, 4630	2	2	NA	1	1	1	NA	NA
British Literature: ENGL 4640, 4650, 4660	2	2	NA	1	1	1	NA	NA
World Literature: ENGL 3510, 3730, 3880, 4750, 4760	2	2	NA	1	1	1	NA	NA



Electives: ENGL 2100, 2200, 2220, 2240, 2250, 2260, 2290, 2510, 2710	1	1	NA	1	1	1	NA	NA
Student Teaching	3	3	3	3	3	3	3	3

Curriculum Map: Professional and Technical Writing Emphasis, English (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Critical Approaches: ENGL 3080	NA	2	1	NA	NA	NA
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4120, 4110	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)
Language: ENGL 3010, 3030, 3040, 3050	NA	NA	2	2	NA	1
American Literature: ENGL 4520, 4530	NA	1	1	NA	NA	NA
American Literature: ENGL 4540, 4550	NA	1	1	NA	NA	NA
British Literature: ENGL 4610, 4620, 4630	NA	1	1	NA	NA	NA
British Literature: ENGL 4640, 4650, 4660	NA	1	1	NA	NA	NA
World Literature: ENGL 3510, 3730, 3880, 4750, 4760	NA	1	1	NA	NA	NA

Curriculum Map: English Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate, & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Critical Approaches: ENGL 3080	3	2	3	2	2
Writing: ENGL 3100, 3210, 3250, 3270, 3280	3210 (1)	NA	NA	NA	1 (3210, 3250, 3270, 3280)
Language: ENGL 3010, 3030, 3040, 3050	1	NA	1	NA	NA
American Literature: ENGL 4520, 4530, 4540, 4550	2	2	1	2	3
British Literature: ENGL 4610, 4620, 4630, 4640, 4650, 4660	2	2	1	2	3
Electives	Varies	Varies	Varies	Varies	Varies

1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Curriculum Map: Professional and Technical Writing Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4110, 4120	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)

Curriculum Map: English Teaching Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
	Write & read in multiple genres.	Discuss, share, & evaluate a wide range of literature.	Plan a coherent curriculum for teaching language arts.	Engage students & teach students to read & write.	Integrate reading, writing, & language instruction.	Use appropriate formal & informal assessments.	Revise instructional plans & gather & evaluate professional resources.	Articulate a professional & coherent philosophy of language arts instruction.
Critical Approaches: ENGL 3080	2	2	NA	2	2	1	NA	NA
Methodology Block: ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3	3	3
Writing: ENGL 3100, 3210, 3250, 3270, 3280	2	NA	NA	2	1	1	NA	NA
American Literature: ENGL 4520, 4530, 4540, 4550	2	2	NA	1	NA	1	NA	NA
British Literature: ENGL 4610, 4620, 4630, 4640, 4650, 4660	2	2	NA	1	NA	1	NA	NA
Student Teaching	3	3	3	3	3	3	3	NA

## **E. Assessment Plan**

Please review the Assessment Plan for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

--The Assessment Plan displayed on the website is incomplete and not up-to-date.

--The Assessment Plan for the department (with the exception of the Master of Arts in English Program, which does its own report) is broken out below by the various departmental programs: Composition, Creative Writing, Developmental English, Linguistics, Literary and Textual Studies, and Professional and Technical Writing. An explanation of the General Education Assessment plan is also included.

--In summary, each program conducts assessment individually, using a variety of strategies. Due to the diverse nature of the department’s programs and course offerings, we do not have one centralized assessment plan.

### **Assessment Plan, by Program**

*For each program, the assessment plan is organized into 3 categories:*

***Completed Actions, Current Actions, and Intended Actions.***

## **Composition Program**

Sylvia Newman, Interim Director

### **Completed Actions**

**In 2012** the Composition Program completed the following assessment work:

- a. In Fall 2012, a random sample of 10 adjunct-taught sections from ENGL 1010 and ENGL 2010 was generated (20 sections, total) and instructors of those sections were asked to submit examples of “strong,” “adequate,” and “emerging” student writing.
- b. These documents were scanned and placed in Canvas as an assignment.
- c. A team of assessors was assembled and met to discuss the (many) Composition outcomes.
- d. In Canvas, a rubric was created out of the outcomes and attached to each artifact. Artifacts were randomly assigned to each assessor, who used the outcomes rubric to assess each artifact.

**In 2013-14** the assessment process was essentially identical to the 2012 assessment but with a few modifications.

**In 2014-15** the Composition program did not do assessment. Artifacts were collected from spring 2015 classes but no action was taken with them. This is primarily because of the change in the directorship of the program (Dr. Scott Rogers stepped down in spring 2015, and Sylvia Newman took over as Interim Director in June 2015.)

--However, the Composition Program participated in the Collegiate Learning Assessment (CLA), under the direction of Dr. Gail Niklason, director of the Institutional Effectiveness office. The CLA is a performance-based assessment that measures critical-thinking, problem-solving, analytic-reasoning, and writing skills. The CLA allows schools to benchmark how much progress their students have made relative to the progress of similar students at other colleges. The principal goal of the CLA is to provide an objective assessment about the critical-thinking skills student possess as they enter and exit college.

--Several sections of English 1010 were randomly selected to have their students participate. One-hundred Composition students took the assessment. Specific results are attached (See Appendix 1). In summary, our students, as a group, scored in the “middle of the pack,” an expected result for freshman in an open-enrollment university.

## **Current Actions**

Fall 2015 several sections of 2010 were selected to participate in the CLA—this will provide more interesting and important information because it will show if and how much students have progressed in their critical-thinking, problem-solving, analytic-reasoning, and writing skills since completing English 1010. This will be a useful measure. One downside of participation in the CLA is that it was not possible to facilitate the taking of the CLA by the *same* students, although there may be some overlap. While it would be nice to follow individual students, this random choosing will still make possible to see if students have increased their proficiency in the areas assessed. The beauty of the assessment is that it is primarily handled by the IE office; Composition only has to provide the participants. The Program looks forward to the information that will be provided from this second round of testing.

Composition is also in the process of assessing its outcome goals. Currently, outcome goals are based on the outcome goals developed by the Council of Writing Program Administrators (WPA) (See Appendix 2, WPA Outcomes Statement). These goals were chosen because they are comprehensive, supported by research, and developed and shared by hundreds of writing programs across the country.

## **Intended Actions**

Because the WPA outcomes are so comprehensive, they are also a little unwieldy when it comes to assessing them and putting them on course syllabi, which is something we have been asked to do. Therefore, José Otero, Assistant Director of Composition, has “distilled” them down into some workable assessment goals (See Appendix 3, WPA Outcomes Review & Rubric). We plan to turn this “distillation” into a working rubric and ask that composition faculty use this rubric to assess at least one assignment in their classes each semester.

Along those lines, Composition is also developing a common assignment for 1010 and one for 2010. The hope is that a common assignment can bring a bit of standardization to the curriculum without having to formally standardize the curriculum. The goal is to have the common assignments ready to go by spring so that faculty can be trained and ready to incorporate them in their courses in fall 2016.

Composition is also discussing the feasibility (and desirability) of administering a pre- and post-assignment in English 2010 based on the Advanced Placement exam’s synthesis question.

Other things that Composition is doing to improve the program overall and support faculty includes observing adjunct faculty regularly, collecting and reviewing composition faculty syllabi, sponsoring workshops to keep composition faculty up to date on new



trends and applications for teaching, and meeting regularly with the composition committee to keep them informed about and get their feedback on the Program's plan and goals.

As mentioned, Composition will continue working on outcome goals, the common assignment with which to assess them, and the possibility of a pre- and post-assignment for English 2010.

## **Creative Writing Program**

Dr. Sian Griffiths, Program Director

### **General Education Classes within Creative Writing**

#### **Completed Actions**

In 2013-14 Dr. Griffiths met with the Creative Arts subcommittee of the university's General Education committee and learned that the CW Gen Ed offerings were out of compliance. At the time, the creative writing faculty (except for Dr. Griffiths) had not filled out the spreadsheet provided by Gen Ed to assess ENGL 2250 and 2260 courses. Dr. Griffiths met with the Creative Writing committee to ascertain where the issues were and to brainstorm how we might better comply for existing courses and our recently approved ENGL 2270 course. The committee agreed on the following plan of action:

- 1) All faculty must include Gen Ed CA learning outcomes on their ENGL 2250, 2260, and 2270 course syllabi.
- 2) All faculty must tie those outcomes to their assessments of student learning to demonstrate how they were determining student progress towards these outcomes.
- 3) All students in these courses will take a pre- and post-test to assess their knowledge of terminology. This test will be administered and graded through Chi Tester, giving us an objective teaching assessment in addition to the admittedly more subjective writing assessments.

As a committee, CW spent last year creating lists of target terminology and the pre- and post-tests for each course.

#### **Current Actions**

In 2014 and 2015, Dr. Griffiths emailed faculty reminders to include the Gen Ed CA learning outcomes on their syllabi, and collected artifacts and reports from each instructor (with one exception). These have been saved in a Dropbox file where they can be easily accessed and shared.

Just before the start of fall semester, Dr. Griffiths met with the staff at Chi Tester to create terminology quizzes in order to begin implementing that assessment.

One ongoing challenge is that the assessment grid provided by the university's General Education committee is a poor fit for CW courses. This summer, Dr. Griffiths met with Gail Niklason, who clarified that the data section of the grid was less important than the plan of action and that we need not use the assessment grid if a narrative or other form would be more suitable to our program. She stressed that the important components were:

- 1) That CW describe our expectations for the course, including our plan for meeting the learning outcomes.
- 2) That CW measure student progress towards those outcomes.
- 3) That CW reflect on the successes and failures of the course.
- 4) That CW consider a plan of action to improve.

In 2015-16 the Creative Writing committee will create an improved tool for course assessment (whether that be a grid, a narrative, a survey, or something else) that makes possible including the four components above.

### **Intended Actions**

Dr. Griffiths' priority in assessment thus far has been to bring CW Gen Ed creative writing courses into compliance with university expectations, as losing the Gen Ed designation would be catastrophic to abilities to recruit new CW students. As CW is now in fairly good shape on that front, Dr. Griffiths would like to turn CW's attention towards the upper division and to start exploring how to create shared goals and assess the progress towards those goals.

### **Creative Writing Major**

### **Completed Actions**

At the upper-division level, CW was in better shape than they were with General Education. CW collects a portfolio from each graduating creative writing students that contains the following components:

- 1) An introductory reflective essay.
- 2) A collection of the student's creative work.
- 3) Applied research, either of journals or literary agents to whom the student might submit or of graduate programs to which they might apply.
- 4) A listing of the time and place where the student has delivered a public reading.
- 5) An exit interview that identifies the strengths and weaknesses the student perceived in the CW program.

This portfolio gives each student's faculty advisor an overview of the student's achievements at Weber State University.

The Creative Writing portfolios currently required by all graduating students in the creative writing emphasis program helps the program get some idea of what CW students have learned, and this will continue to be perhaps the most important assessment tool. Unfortunately, until now, these portfolios have only been reviewed by each student's faculty advisor, and thus have provided little action or change. Last year (2014-15), CW moved the portfolios onto an online format using Canvas, and Dr. Griffiths asked our secretary to transcribe the exit interviews from all past portfolios and to compile them into a spreadsheet.

### **Current Actions**

This fall (2015) Dr. Griffiths will add the recent online survey results and distribute this information to the Creative Writing committee to review them collectively, discuss strengths and weaknesses, and brainstorm ways to continue to improving the program.

### **Intended Actions**

Additionally, Dr. Griffiths would like to create a common set of learning outcomes for all creative writing courses that are based on CW program's goals. Once completed, all faculty members would include these outcomes on their syllabi, checking off those on which their particular course will focus. As with the Gen Ed courses, faculty could then tie the course assessments to the learning outcomes identified for their courses.

## **Developmental English Program**

Brooke Kelly, Director

### **Completed Actions**

The Developmental English (DE) program created a sandbox course in Canvas that all DE instructors can access and submit their artifacts for assessment. The process is:

1. Use the designated rubric (See Appendix 4) to assess the third essay. (Individual faculty may add to the rubric, but for this assignment, all must use the rubric core in grading. When individual faculty submit scores, the scores will be just for these core areas.)
2. The rubric focuses on the program's goals and objectives, and the final paper is used as the assessment tool and artifact. After the instructors have submitted the 3 required samples, they include a rationale for their assessment and a brief explanation why the paper received a strong, adequate or emerging rating.
3. Each faculty member will select three samples from their class that showcase work that represents a strong, an adequate, and an emerging paper.
4. When ready to submit artifacts, faculty will go to the Modules list to select the appropriate submission areas.
5. Faculty will submit:
  - a. A copy of the rubric;
  - b. Three representative papers as samples;
  - c. Scores for the entire class on this one assignment (The scores are from the core areas on the rubric- the common areas agreed upon for assessment. Students' names are not included, just the scores.

## **Current Actions**

See above, “Completed Actions,” for an explanation of the current Assessment Plan.

## **Intended Actions**

1. Starting in spring 2016, the Developmental English program is going to add an additional assessment tool. All Developmental English students will complete a pre- and post-test which covers the grammar concepts discussed in the course. This assessment piece will help instructors identify the grammar needs of their students at the beginning of the semester and also assess their students' progress at the end of the semester.
2. For the online course offerings, recent reviews of completion rates (UWs and Ws) suggest that the DE Program might be able to reduce the attrition in its online 0955 offerings. Specifically the DE Program, with assistance from the English Department Chair will:
  - a. Reduce the course cap for online 0955 classes taught in-load from 30 to 20, with the hope that fewer students will lead to more contact from faculty and more timely intervention.
  - b. In partnership with the Writing Center, add a Sandbox course that is designated for the DELC. Students will be able to use that course to communicate with tutors and also to conduct online tutoring sessions and so forth.
  - c. Consider adding tutors to individual sections and how to integrate tutoring more fully into the online class so students who cannot attend tutoring sessions in the center will have the same opportunities to use the services without too much complication.
  - d. Work with CE online staff to review the online course design and consider ways to optimize the learning experience.

## English Teaching Program

Gary Dohrer, Director

### Completed Actions and Current Actions

The WSU English Teaching Major Program consists of 39 credit hours of English classes and a special 12 credit hour block of English methods course taken the semester prior to student teaching. The English education faculty assesses the program's effectiveness through the following procedures:

1. Students are evaluated and assessed according to 11 Learning Outcomes in the coordinated English Methods Block. The courses are English 3400, The Teaching of Literature, English 3410, The Teaching of Writing, English 3020, Introduction to the Study of Language for Teachers, and English 3420, Teaching with Young Adult Literature.
  - a. Each of the English Education faculty states these 11 Learning Outcomes in their course syllabi and coordinates them into all their teaching and learning activities during the semester. These outcomes provide the basis of assessment in all of the English methods courses.
2. In addition to the coursework on campus, the English Methods Block supplies a 4-week teaching practicum in the public school to provide students with the opportunity to apply the concepts, values, and strategies given to them in the on-campus methods course, and they are required to create an extended curriculum unit that integrates literature, language, and writing instructions in accordance with the Utah Common Core Standards.
  - a. The English Education faculty visits the practicum sites daily to assess the program's effectiveness and to evaluate students progress in employing classroom management techniques, conducting whole-class instruction, structuring collaborative learning among small groups, and providing individual tutoring for secondary students. The faculty gives immediate on-site feedback to the practicum students, reinforcing the practices that are done well, helping the students with daily planning, and pointing out strategies that need improving. (See Appendix 5 for **English Education Block Course Outcomes**, and Appendix 6 for the **Evaluation for Integrative Curriculum Unit Form**).

3. After the English Methods Block, the English Education faculty continues to monitor and access the progress of its English teaching majors by providing content-area supervision during their student teaching experience. During those 12 weeks of student teaching the faculty continue to monitor and access the student's development. The English Education faculty visits the teacher candidate several times during the student teaching experience, observing and accessing the student teacher's progress. An observation and evaluation form is completed after each meeting that measures how well the student teacher is progressing.

a. Copies of these forms are turned over to the Education department for their final assessment and provide evidence to the Utah State Department of Education that the teacher candidate has fulfilled all the student teaching requirements in order to be licensed to teach English in the secondary schools of Utah. (See Appendix 7 for **Student Teacher Observation and Evaluation Form**).

### **Intended Actions**

There are no intended actions at this point beyond the current process that is utilized.



## **General Education Courses**

### **Assessment Overview**

In 2013 the English Department Gen Ed Committee voted to disband the committee, placing the responsibility for specific program assessment with the Program Directors. As of 2013, program and course outcomes for all programs exist except for Literary and Textual Studies. In 2013 then Gen Ed Committee chair Dr. Becky Jo Gesteland indicated that she would gather course outcomes from Developmental English, English Education, Linguistics, and PTW.

### **Literature General Education Classes**

#### **Completed Actions**

Previously, the English Department Assessment Committee devised the following process for 2000-level course assessment, but the Canvas page supposed to contain the artifacts ( <https://weber.instructure.com/courses/104154>), has no content (contains no artifacts, suggesting that procedure was not executed).

#### ***Instructions for uploading documents for General Education assessment:***

*Pick three samples ("Strong," "Adequate," and "Emerging") from your CA and/or HU class (outcomes described below).*

*Go to Modules List to select the appropriate assignment areas.*

*Submit one sample to each of the three different paper assignments for your class. For instance, if you're teaching ENGL 2200, you'll submit to 2200 paper 1, 2200 paper 2, and 2200 paper 3.*

*That's it! You're done for the semester.*

#### ***Creative Arts General Education Student Learning Outcomes***

*Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.*

*Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.*

***Humanities General Education Student Learning Outcomes***

*Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.*

*Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.*

*Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.*

More recently (2013), the English Department Gen Ed Committee devised the following plan:

*-- ENGL HU 2220 assessment pilot for fall 2013*

The English Department Gen Ed Committee assessed 10 essays randomly selected from three sections of 2220.

The committee evaluated a written assignment from sections of the same course (ENGL HU 2220). They conducted their assessment using the Gen Ed rubric in early spring 2014. Using a rubric displaying the GenEd HU outcomes, each committee member scored two of these samples. Members who were not present at the meeting were also assigned two samples for which they will submit scores prior to the next meeting.

Overview of assessment results for HU English 2220, from Spring 2014. The committee read samples of end-of-term essays selected randomly from three sections of HU ENGL 2220 (Intro. to Fiction) taught Fall 2013. Using a rubric displaying the GenEd HU outcomes, each committee member scored two of these samples. In Spring 2014 the scores and point-spread were examined.

**Current Actions**

It is unlikely that any current actions are taking place in this area.

**Intended Actions**

The committee discussed insights gained from the assessment process, including the following:

**1. Norming** – While the committee agreed that a copy of specific assignment directions should *not* be included in assessment materials, they unanimously suggested that the group assessing the writing samples should practice using the assessment rubric by scoring one or more samples (taken from assignment submissions that were not randomly included in the pool of samples to be scored for the assessment project). These scores should then be compared and discussed, thus norming the assessment criteria before scoring the random samples selected for inclusion in HU assessment.

**2. Tweaking the Rubric** -- The wording of rubric rating-level 3 needs to be revised. Rating-level 3 is currently labeled “Approaching Mastery.” The committee agrees that its label should be “Approaching Expectations,” to eliminate scoring confusion in the future. Dr. Gesteland will make that change or arrange with Gail Niklason to have it made.

**3. Giving Advanced Notice** -- All faculty teaching HU classes need to be contacted via e-mail prior to the beginning of the term in which they teach HU classes. They should be reminded of the HU outcomes, asked to include these outcomes in their syllabi, and asked to ensure that one or more of their assignments could be used to appropriately measure these outcomes. Faculty members would also be asked to save **all submissions** of one assessment-appropriate assignment from their HU classes to be submitted to Dr. Gesteland electronically by the end of the semester in which they teach the HU classes.

*\*\*Going forward, the Director of Literary and Textual Studies will need to take responsibility for this aspect of assessment for the General Education Literature classes. Artifacts should be stored in BOX.*

## **Creative Writing General Education Classes**

### **Completed Actions**

In 2013-14 Dr. Griffiths met with the Creative Arts subcommittee of the university’s General Education committee and learned that the CW Gen Ed offerings were out of compliance. At the time, the creative writing faculty (except for Dr. Griffiths) had not filled out the spreadsheet provided by Gen Ed to assess ENGL 2250 and 2260 courses. Dr. Griffiths met with the Creative Writing committee to ascertain where the issues were and to brainstorm how we might better comply for existing courses and our recently approved ENGL 2270 course. The committee agreed on the following plan of action:

1. All faculty must include Gen Ed CA learning outcomes on their ENGL 2250, 2260, and 2270 course syllabi.
2. All faculty must tie those outcomes to their assessments of student learning to demonstrate how they were determining student progress towards these outcomes.
3. All students in these courses will take a pre- and post-test to assess their knowledge of terminology. This test will be administered and graded through Chi Tester, giving us an objective teaching assessment in addition to the admittedly more subjective writing assessments.

--In fall 2014, the Creative Writing Committee evaluated two sections of the same course (ENGL CA 2240) taught in spring 2014.

--As a committee, CW spent 2014-15 creating lists of target terminology and the pre- and post-tests for each course.

### **Current Actions**

CW is following the plan outlined above, under “Completed Actions”.

### **Intended Actions**

CW intends to continue to follow their assessment plan, as outlined above, refining it as necessary.

## **Linguistics Program**

Dr. Mark Letourneau, Director

### **Completed Actions**

*2012–2013*

The Linguistics Committee devised four major learning outcomes (LOs) for the undergraduate linguistics and dual-designation ESL courses:

1. Students explain and illustrate, using English or another language, and depending on the course taken, why at least *two* of the following five statements are true—the first four about language, the fifth about linguistics:
  - The set of sentences in a language is unbounded, that is, infinite (creativity).
  - Languages consist of interlocking levels that consist of units and rules (systematicity).
  - Anything expressible in one language is expressible in another (parity).
  - All languages change through time.
  - Linguistics is a form of empirical (scientific) inquiry.
  
2. Students use step-by-step procedures of analysis to arrive at well-founded conclusions about language(s) at these levels:
  - phonology: sound structure
  - morphology: word structure
  - syntax: sentence structure
  
3. Students analyze the meaning (semantics) of words, sentences, and texts and their use in classroom discourse and real-world linguistic communication (pragmatics).
  
4. Students in ESL endorsement classes apply the preceding outcomes to pedagogy and assessment.

2013–14

In fall 2014 the Committee agreed to condense the above four LOs to two for all classes, including undergraduate, dual designation, and Graduate. On 14 November 2014, they revised the LOs as follows:

1. **conceptual knowledge outcome:** Students will be able to explain, with an appropriate artifact, systematicity and one other property or use of language.\*

2. **procedural knowledge outcome:** Students will be able to employ, with an appropriate artifact, a method of language analysis.\*\*

\* Conceptual knowledge is what students know; procedural knowledge is what they know how to do.

\*\* A method of linguistic analysis is meant to be construed broadly to include not only formal procedures for linguistic analysis but also methods appropriate to TESOL courses in intercultural communication and second-language pedagogy, including assessment.

On 21 November 2014, the Committee decided to adapt the six LOs for MENG courses to MENG language courses, with the option of reconsidering LOs (1) and (2) above in the future.

### **Current and Intended Actions**

- Decide whether to adopt the two LOs for UG and dual-designation ESL courses.
- Determine appropriate artifacts for the various courses and begin collecting them, perhaps using an e-portfolio.
- Implement the new LOs for dual-designation classes in the linguistics classes.
- Work with the MENG Steering Committee on assessment in MENG language courses, with Susan McKay, a member of both committees, serving as liaison.
- Review and implement additional charges from the chair, program review recommendations, or other entities.

## **Literary and Textual Studies (LTS) Program**

Dr. Sally Bishop Shigley, Director

The LTS program includes thirty-six courses, seven of which are designated as humanities Gen Ed, Diversity Gen Ed, or both. Most of the Gen Ed courses are at the 2000 level, with one class (3750) designation as upper division Gen Ed.

### **Completed Actions**

The position of Director of LTS has only existed since 2014-15 and there was little oversight of the LTS area of study. Prior to the establishment of that position, assessment of upper division classes, if it occurred at all, was sporadic.

A previous department assessment committee had established the following procedure for 2000-level General Education Classes, but the Canvas page supposed to contain the artifacts ( <https://weber.instructure.com/courses/104154>), has no content (contains no artifacts, suggesting that procedure was not executed).

#### **Instructions for uploading documents for General Education assessment:**

*Pick three samples ("Strong," "Adequate," and "Emerging") from your CA and/or HU class (outcomes described below).*

*Go to Modules List to select the appropriate assignment areas.*

*Submit one sample to each of the three different paper assignments for your class. For instance, if you're teaching ENGL 2200, you'll submit to 2200 paper 1, 2200 paper 2, and 2200 paper 3.*

*That's it! You're done for the semester.*

#### **Creative Arts General Education Student Learning Outcomes**

*Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.*

*Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.*

#### **Humanities General Education Student Learning Outcomes**

*Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.*

*Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.*

*Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.*

### **Current Actions**

1. For the past year, the LTS committee has been working to revise the organization and numbering system in 3000 and 4000 level classes to better reflect current trends in literature pedagogy and align classes for more meaningful transfer articulation. LTS is also adding a required Introduction to Literature class and a capstone course. LTS has not assessed these classes in the last year because of uncertainty whether some of them would exist after the curriculum revision.

2. The rubric for assessing the Gen Ed classes exists but does not appear to have been used. Our Gen Ed English classes are in danger of losing their Gen Ed status and assessing them is our first priority. English Department Chair Hal Crimmel, has charged LTS to complete an assessment plan for Gen Ed before the committee resumes its deliberation about curriculum.

3. LTS is currently reviewing the assessment models used by the composition program and the Master of Arts in English (MENG) to glean insight into how to approach assessment of Gen Ed.

4. Two sections of English 2200 and one section of English 2220 carrying the General Education Diversity designation (DV) were assessed in Spring 2015. Results are as follows:

Row Labels	Count of outcome score	Average of outcome score2
DV 1 - Perspective	18	4.72
DV 2 - Values and Biases	43	3.79
DV 3 - Rights	18	4.72
<b>Grand Total</b>	<b>79</b>	<b>4.22</b>

These results reflect aligned assessment for one section of English 2200 and two sections of English 2220 during the spring, 2015 semester. Alignments were made to a variety of assessments including book reports, papers, and essays.



Students were assessed on a five-point scale where:

- 5 – Exceeds expectations
- 4 – Meets expectations (designated as the ‘mastery’ level in Canvas)
- 3 – Approaching mastery
- 2 – Developing
- 1 – Does not meet expectations

### **Intended Actions**

1. For Gen Ed, the committee is currently creating a test to be administered at the end of each Gen Ed class. The test will be taken on Chi Tester and will be multiple choice. The students will be asked to define 10 terms relative to the learning outcomes and course material for the class.
2. LTS is also designing a rubric and protocol for evaluating written artifacts for each of these classes. The committee will then read blind copies of the artifacts, with each artifact receiving two evaluations from different instructors. The score will then be averaged and compared against the rubric.
3. It is essential that the department work on creating course-level outcomes to make assessment of student work more streamlined and meaningful. In October 2015, the LTS committee approved using the existing humanities Gen Ed assessment page for evaluating artifacts for the general education literature classes. The committee also approved using a 10 question terminology test on Chi Tester at the end of the semester to determine how many salient terms students have learned. LTS plans to use both these assessment methods this semester, and have artifacts in place by Spring 2016.

## **Professional & Technical Writing Program**

Dr. Shelley Thomas, Director

### **Mission Statement**

The Professional and Technical Writing Emphasis, Minor, and Institutional Certificate (IC) prepare students to enter the workforce with advanced writing, editing, and designing skills. Students also learn content management, project management, and collaborative strategies.

### **Completed Actions (AY 2011-2014)**

Program Outcomes/Assessment

ENGL 4120 – Seminar and Practicum in Professional and Technical Writing

Upon completion of Seminar and Practicum in Professional and Technical Writing, students demonstrate their skills:

- ❖ develop a portfolio of their best work containing a variety of documents created throughout the entire program (both inside and outside the P&TW program); the portfolio may be in hardcopy (this option is rare), a well-developed website, or a combination of media
- ❖ develop an effective, professional résumé
- ❖ understand the internship and interview process
- ❖ complete a 120+ hour internship (demonstrating writing, editing, content management, and other professional and technical writing skills)

The committee evaluates students' portfolios to assess their success in each of these elements. PTW keeps the artifacts (URLs) and our collective evaluations of each portfolio.

### **Current Actions**

PTW is currently revising program outcomes (more precisely, rubric for evaluating) to reflect updated technology and skills. The gist of assessment will not change significantly, but will be revised.

### **Future Actions**

PTW has submitted course proposals for Community Engaged Learning. These courses will need to have assessment policies and procedures in place.

PTW will revise program outcomes (more precisely, the rubric for evaluating), to reflect updated technology and skills.

**F. Report of assessment results for the most previous academic year:**

--No department-wide assessment report was done in 2013-14. The most recent was in 2012-13.

--The comment here pertains to 2014-15. In sum, the department needs to do a better job of providing Evidence of Learning. We have significantly improved our collection and storage of artifacts, but need to specifically identify thresholds of evidence of student learning, report the results of that assessment, explain how those findings are interpreted, and describe the course of action to be taken based upon the interpretation.

**G. Summary of Artifact Collection Procedure**

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Composition (ENGL 1010 and 2010); Papers	Collegiate Learning Assessment (CLA)	Random Sample	Canvas
General Education CA Designation (ENGL 2250, 2260, 2270); Terminology	Gen Ed CA Learning Outcomes	Pre- and Post-Test	Chi Tester
General Education DV Designation (English 2200); Book Reports, Papers, Essays	Gen Ed DV Learning Outcomes	Various Points	Canvas
Creative Writing Portfolio	Various CW Learning Outcomes	Prior to Graduation	Need to Decide
Developmental English; Third Essay	DE Rubric in Appendix 4	End of Semester	Sandbox course in Canvas
Developmental English; Grammar Concepts Test	Grammar	Pre-and Post-Test	Need to Decide, but electronically in any case
English Teaching; Materials and Classroom Observations	English Teaching Learning Outcomes as Specified in Curriculum Map and English Education Block Course Outcomes in Appendix 5, Evaluation for Integrative Curriculum Unit in Appendix 6, and Student Teacher Observation and Evaluation Form in Appendix 7	Various points during semester	WSU Department of Education and Utah State Department of Education
General Education HU Designation; Unspecified Assignments	Gen Ed HU Learning Outcomes	End of Semester	Need to Decide, but electronically in any case

Linguistics; Unspecified artifacts	Linguistics Outcomes when determined	Not Sure	Need to Decide, but electronically in any case
Literary and Textual Studies; Papers	LTS Learning Outcomes as Specified in Curriculum Map	End of Semester	Need to Decide, but electronically in any case
Literary and Textual Studies; Gen Ed Tes	Literary Terms	End of Semester	Chi Tester
Professional & Technical Writing; Portfo	Writing, content management, editing	End of Semester	Electronic format (URLs)

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring).

Faculty	
Headcount	133
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	31
Full-time Tenured	23
Full-time Non-Tenured (includes tenure-track)	4
Part-time	4
With Master's Degrees	90
Full-time Tenured	0
Full-time Non-Tenured	10
Part-time	80
With Bachelor's Degrees	12
Full-time Tenured	
Full-time Non-tenured	
Part-time (TAs)	12
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	133
Full-time Tenured	23
Full-time Non-tenured	14
Part-time	96

**Please respond to the following questions.**

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

--Most of the Department's programs are doing a solid job of assessment; naturally there is room for improvement. Literary and Textual Studies will need to quickly bring its assessment efforts up to speed. The LTS Director position is only in its second year, (other programs have had program directors in place for many years) and having this position should allow us to tackle some of the remaining issues in this area of the Department's portfolio of programs.

--The last assessment report was submitted 11/15/2013. The current report provided here represents a significant improvement over the assessment efforts reported in 2013, when there was no assessment plan report from Creative Writing, Developmental English, Linguistics, Literary and Textual Studies, Professional and Technical Writing, or Teacher Education.

--This document contains reports from all of these areas. In that regard it would be safe to say that we have greater confidence in our programs being reviewed in comparison to 2013.

--Our curriculum grids indicate areas where we are succeeding and where there is room for improvement; the programs using a portfolio approach to assessment or some other model, such as that employed by Teacher Education, also suggest that programs are meeting their learning outcomes.

--Clearly, there is a mismatch between some learning outcomes and required courses in a program. For instance, the Linguistics classes offered within the context of the Professional and Technical Writing Program do not match up particularly well with all of the PTW learning outcomes. This is not a reflection of the quality of the Linguistics courses, but rather should point back to the two Department-Wide Learning Outcomes valid across all programs.

- 2) With whom did you share the results of the year's assessment efforts?

--Answers to this vary by program, but in general the results of the various program assessment efforts have been shared with the faculty teaching in the program. Across the board—as in shared with the entire Department—this step



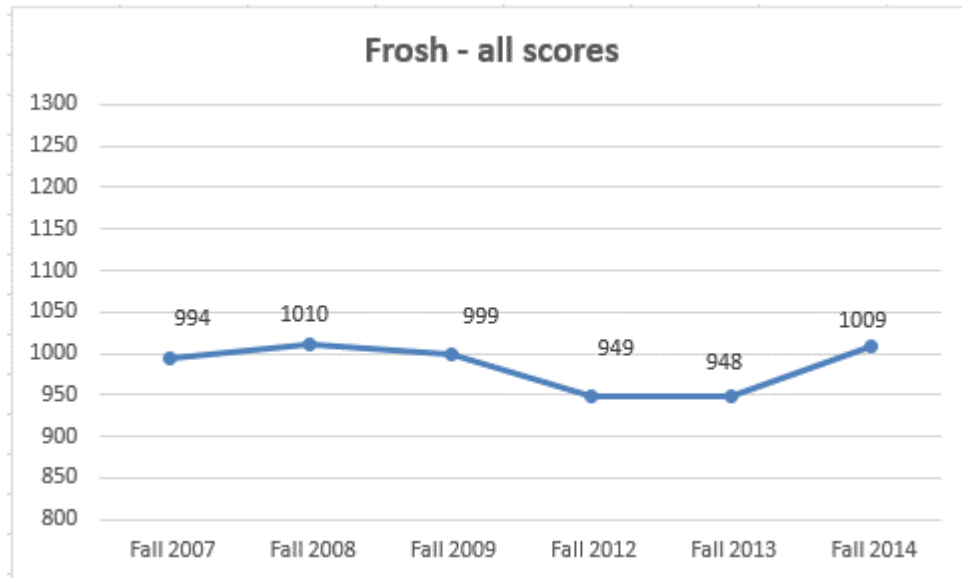
has been sporadic at best.

- 3) Based on your program's assessment findings, what subsequent action will your program take?
- A. Program Directors will need to be held accountable for overseeing and following through on each program's assessment process and reporting.
  - B. We need to do a much better job setting Evidence of Learning Thresholds, identifying Findings Linked to Learning Outcomes, providing an Interpretation of Findings, and using these to identify and implement Action Plans. Currently,
  - C. In general across the English Department, the individual programs can strengthen their assessment efforts as described in this report.
  - D. We may need to try and agree on ten learning outcomes (or perhaps even eight) relevant to all the department's programs (excluding MENG) and build our assessment efforts around these shared outcomes.
  - E. For program-by-program specifics, please see the sections marked "intended actions" as found in each program's discussion of their assessment efforts.
  - F. The department advisor and chair can play an important role in qualitatively assessing programs by conducting exit interviews with graduating students.
  - G. Ongoing student surveys and data collection provide a baseline for determining whether student needs are being met.

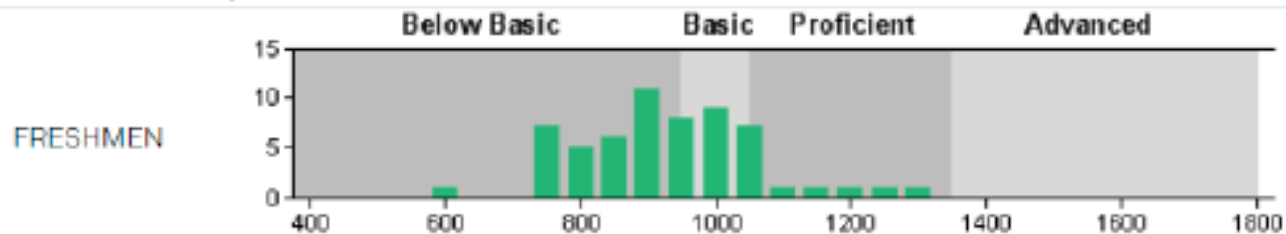
## Appendix 1

### CLA Trend Analysis and Discussion

The Collegiate Learning Assessment (CLA) is administered each fall to (primarily) freshmen students and each spring to senior students who are completing capstone or senior seminar courses in their majors. Until the fall 2014 administration, freshmen were recruited from WSU FYE courses. Beginning fall of 2014, students will be recruited from Composition courses (i.e., ENGL 1010 or 2010). This new sampling approach is likely to be more representative of WSU freshmen students. The overall averages include every administration of the CLA, including those in which student effort was less than optimal (based upon time taken to complete the assessment). Scores appear to be trending upward, which is a positive outcome.



### Results for the 2013/14 Academic Year



The freshmen completing the CLA in the fall of 2013 were classified overall as ‘Below Basic’. This finding is not too surprising given WSU’s open enrollment policy. The fall 2013 sample of freshmen was recruited from WSU FYE courses: it is possible that this sample was not comprised of the strongest students. Seniors completing the CLA in the spring of 2014 were classified overall as ‘Basic’. However, with 49 scores as ‘Below Basic’ and ‘Basic’, and 52 scores at ‘proficient’ and ‘advanced’, it seems likely that the ‘Proficient’ descriptor is apt. A sizable minority (11%) of seniors admit to putting ‘no or little effort’ into the assessment. Based upon the incoming ACT scores of WSU senior students, they are performing slightly above expectations. Whereas the expected average score is 1088, our seniors’ average score is 1090.

## Appendix 2

### WPA Outcomes Statement for First-Year Composition (3.0) Approved July 17, 2014

#### Rhetorical Knowledge

*Rhetorical knowledge* is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

*By the end of first-year composition, students should*

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

#### Critical Thinking, Reading, and Composing

*Critical thinking* is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

*By the end of first-year composition, students should*

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

### **Processes**

Writers use multiple strategies, or *composing processes*, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

*By the end of first-year composition, students should*

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

### **Knowledge of Conventions**

*Conventions* are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

*By the end of first-year composition, students should*

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising

- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

## Appendix 3

### WPA Outcomes Review & Rubric

After reviewing the outcomes a second time, it appears they translate much easier to the types of assignments that an instructor might implement than to an assessment tool. As such, the Interim Composition Director recommends that instructors look at the outcomes and determine the assignments within their curriculum that address the various outcomes. There will of course be overlap, but doing so may also reveal some gaps. For example, Professor Newman immediately noticed a gap in her courses for the two outcomes under Rhetorical Knowledge that address the use of multiple technologies and environment. As a further step, it would be helpful to create a list of possible assignments that would address each outcome. Each of the outcomes can be addressed to some degree in both ENGL 1010 and 2010.

With the above in mind, it may advantageous to create an assessment tool based upon the following statements adapted from the outcome descriptions:

#### **Rhetorical Knowledge:**

- The essay demonstrates the writer's ability to effectively negotiate purpose, audience, context, and conventions.

#### **Critical Thinking, Reading, and Composing:**

- The essay demonstrates the writer's ability to effectively compose appropriately qualified and developed claims and generalizations.

#### **Processes:**

- The essay demonstrates the writer's ability to utilize an effective composing process.

#### **Knowledge of Conventions:**

- The essay demonstrates the writer's ability to effectively use conventions appropriate to purpose, audience, and genre.

Recommended is a three-point scale to assess these areas: (3) Exceeds Expectations, (2) Meets Expectations, (1) Approaches Expectations, (0) Does Not Meet Expectations or Not Evident.

It would also be helpful to expand upon the specific types of things to look for when using this tool. The Processes outcome may appear the most unwieldy, but could be demonstrated by looking at things like organization, spelling, etc. These are items typically

addressed during the revision process and could be evaluated in the final product. In some sense, this may be the most holistic score in the rubric.

Ideally, this rubric would be used on a common assignment across 1010 and 2010 sections to assess student outcomes across sections. It could also be used across sections, but with various summative assignments.



## Appendix 4

### DEVELOPMENTAL ENGLISH

#### Essay Rubric

These are the Core Areas for Assessment Submissions

<b>RATINGS</b>			
	(3) STRONG	(2) ADEQUATE	(1) EMERGING
<b>PERFORMANCE AREA</b>			
<b>CONTENT:</b> Summarizes the main points and supporting details from texts or other source materials.	Skillfully incorporates information gathered from texts or other source materials into the essay.	Incorporates many ideas from texts or other possible source materials but misses some key ideas or details.	Insufficient incorporation of main or supporting points from text or other source materials.
<b>ORGANIZATION AND STRUCTURE:</b> Organizes writing with adequate transitions and with a clear pattern of order.	Method of organization is well- suited for a clear and compelling presentation; clear intro, body, and conclusion with effective transitions.	Sequence of ideas could be improved. Some signs of logical organization, but the paper may shift focus or present an ineffective flow of ideas.	Poorly organized. Problems with the conveyance of clear ideas that follow in a progressive order.
<b>SOURCES AND CITATIONS:</b> Sources are credited, in text, for any quoted or paraphrased references. Paper is formatted according to the MLA style, in terms of spacing, font, title, student's name, course name, professor's name, and date.	All of the required sources are present. Essay adheres to basic MLA guidelines in the presentation of these sources. Essay is properly formatted.	Most of the required sources are present. Essay mostly adheres to MLA guidelines in the presentation of these sources. Essay mostly complies with the proper MLA format guides.	The required sources are not present. Essay does not follow basic MLA guidelines in the presentation of source materials. Essay lacks compliance with the proper MLA format guides.
<b>MECHANICS:</b> Edits writing to correct spelling, grammar, and any mechanical errors.	Essentially error free.	Minor errors only.	Numerous errors that hinder the conveyance of ideas.

## Appendix 5

### I. English Education Block Course Outcomes

By the end of the block, students should be able to:

1. Articulate a professional and coherent philosophy of language arts instruction based on current best practices and the connections between reading and writing processes demonstrate an understanding of individual reading and writing processes.
  2. Demonstrate an understanding of the role young adult literature plays in the language arts curriculum.
  3. Gain confidence in their own writing, in sharing their writing, and in responding to others' texts.
  4. Plan a coherent, interrelated curriculum for teaching literature and writing to adolescents that includes formal and informal assessments and aligns to the state common core standards.
  5. Gather and evaluate professional resources and research in the field of teaching English;
  6. Engage secondary students in a variety of reading and writing strategies that teach them how to comprehend, appreciate, interpret, and generate texts for a variety of audiences and purposes;
  7. Understand and support students right to their own language and facilitate skills that help them operate in appropriate registers for the reading and writing tasks they may encounter.
  8. Understand how knowledge of language and language structures/patterns enhances and enriches writing and reading.
  9. Understand and appreciate how language, personal experience, and visual images affect thinking and composing.
  10. Use appropriate formal and informal assessments to inform instruction and verify student learning.
-



## Appendix 7

### III. Student Teacher Observation and Evaluation Form

Student Teacher \_\_\_\_\_ School \_\_\_\_\_ Observer \_\_\_\_\_  
 Grade Course \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Cooperating Teacher \_\_\_\_\_

#### I. Classroom activities observed:

Below Basic (Not yet ready to be a teacher)			Basic (Ready to be a first year teacher) On target			Not Observed or Observer not Qualified
0	1	2	3	4	5	N/O

#### The Student Teacher:

Has available and detailed lesson plans                       Has journal entries

1. Establishes a civil, productive classroom by eliciting positive and appropriate student behavior.	
2. Designs curriculum aligned with the Utah Common Core State Standards for English Language Arts.	
3. Connects curriculum to the student's cultural background.	
4. Integrates reading, writing, and language instructions seamlessly into the curriculum.	
5. Uses a wide variety of reading strategies to show students how to comprehend, appreciate and interpret various texts, both literary and informational.	
6. Demonstrates to students how plot, setting, point of view, and character contribute to the meaning of a literary text.	
7. Encourages students to express their life experiences in writing in a variety of genres such as journals, memoir, narrative, or argument.	
8. Uses instructional time effectively.	
9. Communicates instructions clearly and accurately.	
10. Demonstrates content knowledge.	

11. Uses various media technologies to facilitate student learning.	
12. Use appropriate formal and informal assessments to verify learning and inform instruction.	
13. Demonstrates professionalism in appearance, attitude, and behavior.	

**II. Commendations:**

**III. Comments, Suggestions, and Goals for Future Growth:**

Signatures:

Student Teacher: \_\_\_\_\_

W# (REQUIRED): \_\_\_\_\_

Observer: \_\_\_\_\_