

Institutional Effectiveness Report Academic Year 2014-2015 English Composition

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Program Mission and Goals

The mission and rationale for the writing sequence is based primarily upon two related concepts. The first is the notion of decentering, which holds that developing writers find it easiest to write about themselves and the things that are most important to them. As their writing skills develop, they become more adept at writing to people and about subjects that are beyond their own personal perceptual sphere. The second basic concept underlying the sequence of courses is the idea (from James Kinneavy) that a basic communications triangle (addresser-message-addressee) can become a heuristic for identifying distinct types of discourse depending upon the emphasis of each type.

Generally speaking, the emphasis in English 111 is on addresser (expressive discourse), in English 112 on addressee (transactional discourse and argument), and in English 200 on message (referential). The progression of composition courses moves students from I-centered writing into writing that is focused on creating arguments appropriate for academic and professional audiences; and the final course in the sequence is largely oriented around writing in various academic disciplines.

Given the above sequence, there are four primary goals for student performance in the composition courses:

1. The ability to use language conventions appropriately.
2. The ability to develop ideas interesting to the audience and appropriate to the context.
3. The ability to organize ideas for clarity and logic.
4. The ability to use information from external sources appropriately.

The following report includes various types of information regarding student performance. As in past years, the report includes responses from the student attitude survey administered in the fall of each academic year and comparisons of SAT scores and grades.

Revision of Program Description, Goals, and Assessment

In the Fall of 2013 the department approved a new description of the program, keywords that help to define the program, goals for both the program and the three courses within the sequence. Since the program assessment will need to address the new outcomes for each course and the program overall, we secured permission from the Director of Institutional Effectiveness to suspend our usual direct assessment of student writing to pilot a new approach with English 112. In the 2013-2014 academic year, we revised the pilot exam and our assessment methodology and piloted this revised version in five sections of English 112 in fall of 2013; our results were reported in last year's IE report. In the 2014-2015 year, we fully implemented the 112 assessment; the results of the assessment are included in this report.

We began our new assessment methodology with English 112, as it is the middle of the three-course sequence, offering insight on how the first course has prepared students as well as providing information about students' level of preparation for the third course. Our assessment

procedure is cyclical, directly assessing one course and indirectly assessing all three courses each academic year. With this model, we will focus on directly assessing English 200 during the 2015-2016 academic year and English 111 during the 2016-2017 academic year.

Assessment Activities

1. Student Writing Assessment

We collected writing samples from students who had completed English 112; our sampling came from 19 sections of English 112. Specifically, in Spring 2015, we had 22 sections of English 112, and had four exams per section randomly selected by a non-stakeholder. Students' and sections' identifiers (names and section numbers) were removed. Three sections' submissions were deemed inadmissible due to the possibility that they would compromise the integrity of the assessment. Thus, the total number of 112 exams assessed was 76.

These 76 papers, collected from 19 sections of English 112, were read and scored twice by English faculty using the outcomes developed for the course by the First-Year Writing Advisory Committee (FWAC).

The scoring involved a blind system: readers did not know the names of students or their respective instructors or section numbers. Furthermore, second readers did not have access to first reader's scores, and the exams were dispersed systemically to avoid two readers scoring the exact same set of 19 exams. Prior to the assessment, assessors participated in a norming session.

For the purpose of this report, we used the results from last year's pilot assessment as a comparative starting point and will use our findings from this year's full implementation to assist the First-Year Writing Advisory Committee (FWAC) in setting benchmarks to use in subsequent English 112 assessments. Thus, this report makes reference to last year's pilot data in a comparative fashion with the acknowledgement that benchmarks are in the process of being set.

2. Writing Attitude Survey

The Composition Program conducted a writing attitude survey among all students taking a composition course in the Fall 2014 semester. This survey was completed by 999 students, or about 74% of fall composition students. The responses to key items were compared with survey results from past years.

3. Performance Comparison of Students Starting in Different Composition Courses

Performance of students starting the composition sequence in English 111 and English 112 was compared through spring and fall 2014. Areas of comparison were average SAT verbal scores as well as composition grade point averages. All students taking English 111 and/or 112 in Spring or Fall 2014 were included.

Results and Evaluation

1. Student Writing Assessment

INDIVIDUAL COURSE ASSESSMENT

In addition to charting the four programmatic goals, the Composition Program now charts the goals that are specific to each course. We believe that this information will give us a more detailed picture of what students are learning in individual courses and will also inform programmatic decisions regarding professional development workshops and curriculum changes.

This year, we focused on assessing English 112, revising the outcomes for the course and mapping how each outcome could be measured through either indirect (student attitude survey) or direct (assessment of student writing via our common 112 exam) means. Below are the outcomes that students should demonstrate by the end of English 112 (this includes the outcomes for English 111, as the course goals are cumulative).

By the time students complete English 112, they should be able to demonstrate the ability to

1. Develop ideas
2. Understand the writing of others
3. Integrate their own ideas with those of others in writing
4. Use comments of others to revise their writing
5. Control surface features such as syntax, grammar, punctuation, and spelling
6. Write about the strengths and weakness of their own reading and writing processes
7. Create reasoned and well-supported arguments for specific audiences
8. Read and analyze arguments with an awareness of rhetorical situations and persuasive strategies
9. Use multiple methods to find and evaluate information and ideas from a variety of media
10. Document sources appropriately

For this direct assessment, each reader read and scored approximately 19 student exams and assessed each one using a common rubric.

The exam consisted of two parts. In Part I, students were asked to read a short article and respond to several questions about the argument and the strategies used by the author. In Part II, they were asked to write a short essay in which they described the research methods they would use to collect additional information on the topic discussed in the article.

The rubric encompasses the above student learning outcomes (SLOs), except numbers 4 and 10, which we capture through indirect assessment. Because the rubric is not a word-for-word replication of these SLOs, but includes measures that demonstrate competency in one or more SLO, we have inserted each measure's corresponding SLOs in brackets following that measure.

Both the exam and rubric are attached to this report as appendixes.

RESULTS OF PART I:

Identify a claim [2, 8]

Students scored fairly well in this area, with 45.4% accurately identifying and/or paraphrasing the claim of the author and 28.9% correctly identifying the general claim.

Identify reasons that support the author's claim [2, 8]

Students scored low in this area with 28.3% able to identify reasons and explain how they support the author's claim and another 35.5% identifying reasons but not connecting them effectively to the claim.

Evaluate effectiveness of rhetorical appeals (persuasiveness) [2, 8]

Students did not fare well in this area—less than half were able to identify specific examples of appeals and explain their effectiveness (28.3%). Others were scored as “imprecise” (33.6%), unable to “connect example” to a “logical explanation of its effectiveness” (34.9%), and 03.3% had answers that were “missing, wrong, or incoherent.”

Identify use of rhetorical appeals (ethos, pathos, logos) [2, 8]

It appears as though students are more adept at identifying their appeals than evaluating their effectiveness—while only 15.8% of students demonstrated “clear and consistent understanding” of appeals, 46.7% identified appeals but were either “imprecise or somewhat inaccurate.”

Effective use of textual material/examples to support ideas [1, 2, 3, 7]

Students were able to use examples to support ideas, with 25% using “specific and relevant examples from text to effectively support ideas,” and 51.3% using examples but not articulating how the examples support ideas.

Discuss how textual choices influence audiences [2, 8]

30.3% of students correctly identified “how specific textual choices or techniques have the potential to influence audiences,” and another 25% could generally discuss the “choices or techniques” in relation to audience but did not give specific examples.

Demonstrate an understanding of the reading selection [2, 8]

Students' score on this aspect of the exam was fair: 24.3% demonstrated a “clear and thorough understanding of the text's meaning,” and another 57.2% demonstrated understanding but missed some “minor points or nuances in meaning.”

RESULTS OF PART II:

Essay is organized in logical and well-developed paragraphs [1, 5, 7]

Students scored fair on this aspect of their essays—38.2% demonstrated effective organization and a logical train of thought. Another 44.7% had “somewhat developed or organized” essays that lacked some “coherence.”

Essay demonstrates awareness and control of language conventions [5]

There is little cause for concern in this area, as students’ writing was either “generally free” from errors (40.1%) or the writing contained a few errors while remaining coherent (49.3%).

Essay demonstrates awareness of specific research strategies [9]

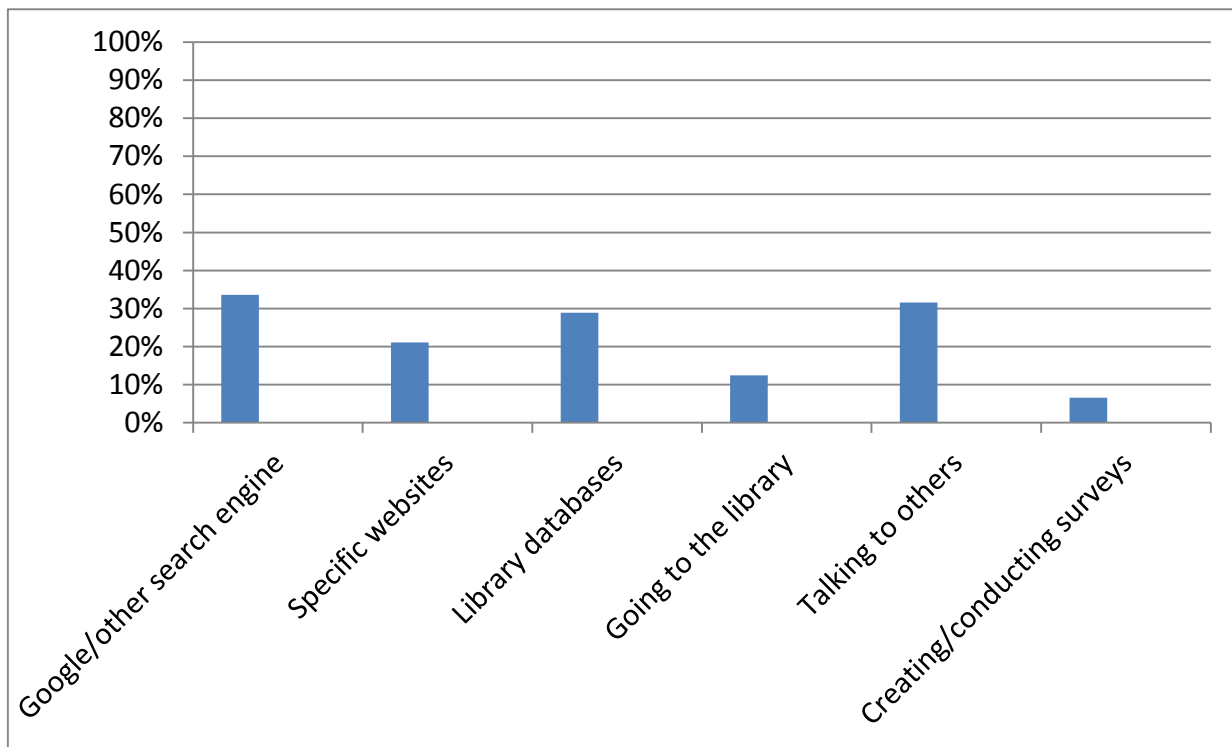
29.6% of students could describe specific research strategies they would use to accomplish the assignment and why they would use those strategies; 46.7% generally described strategies but did not fully explain why these would be appropriate.

Essay demonstrates awareness of specific writing strategies [7]

Students did not fare well in this area: 15.8% of students could describe specific writing strategies and why they would employ them in that rhetorical situation, and 29.6% could describe strategies but did not fully explain why they would be appropriate.

Research strategies identified [9]

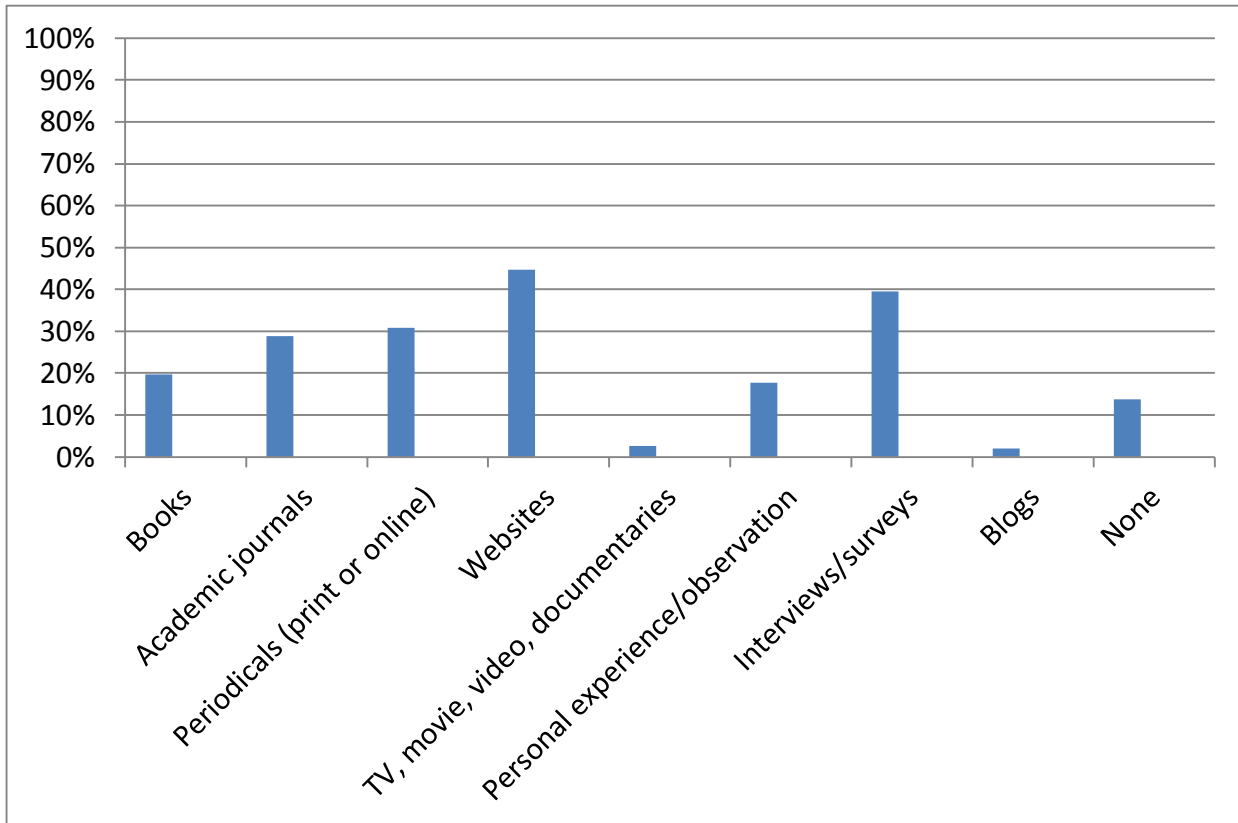
In order to better understand which research strategies students are comfortable with, we charted the ones that students mentioned in their essays:



Assessors also noted that a couple students (four) indicated that they would perform hands-on investigation and observation related to the specific research topic. In addition, a handful of students (five) indicated that they would interview individuals; this data was inputted in the “other” category of the assessment, resulting in it not being represented in the above chart.

Types of sources identified [9]

In order to better understand which sources students were likely to use, we charted the ones that students mentioned in their essays:



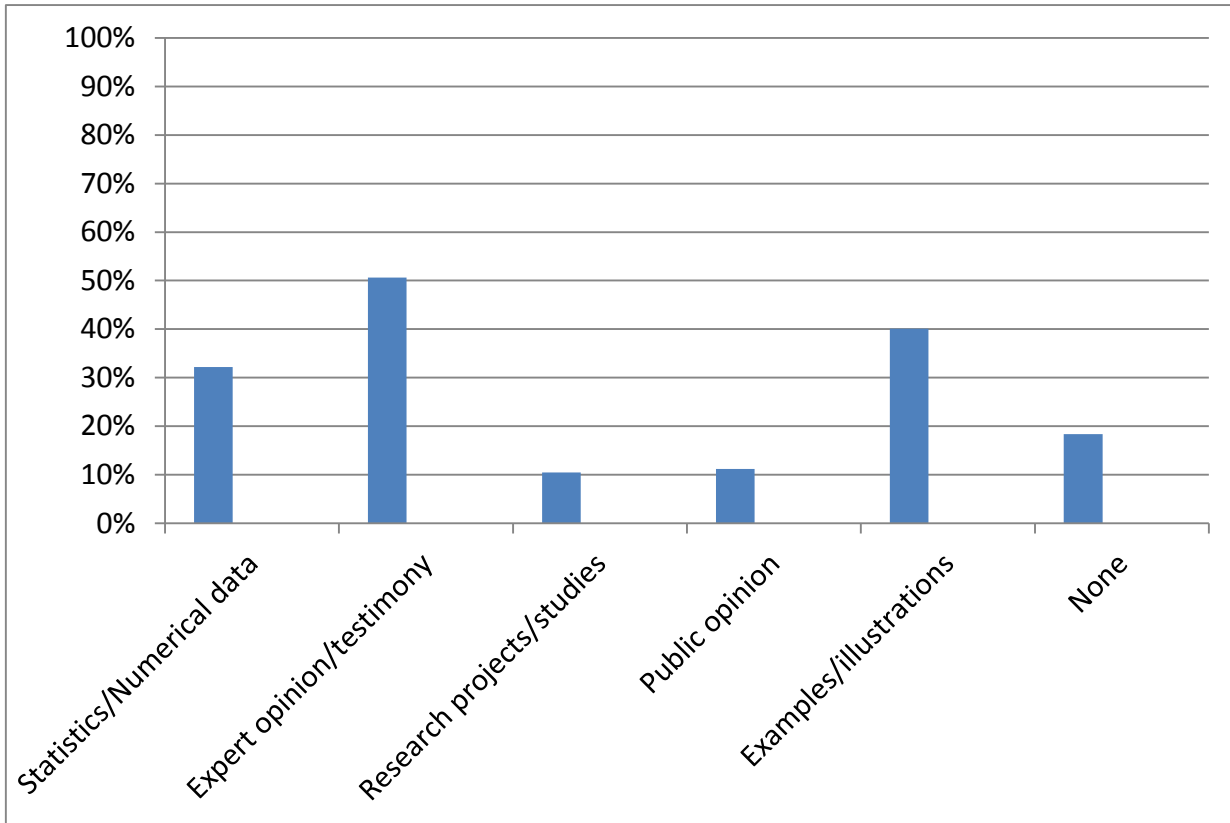
Embedded within the “personal experience/observation” is data related to students who shared that they would perform primary research about the topic, observing and analyzing their findings. Specifically, this data was recorded as appearing six times. In addition, consulting experts directly in the field related to the topic was noted as an “other” category, which is not represented in the above chart.

Some students also shared the value of visiting .gov and .edu sites related to the research topic and/or of determining the credibility of the site.

Also, a couple students went beyond writing about their research methods on the topic and included that their writing would include helpful information (such as contacts, numbers, links) to inform their audience about the available resources when confronted with the topic.

Types of evidence mentioned [9]

In order to better understand the types of evidence that students are likely to draw from, we charted the ones that students mentioned in their essays:



Notable forms of evidence that came up through the “other” category in this portion include graphics, direct quotes, facts, and counterarguments; each appeared about 2%.

ANALYSIS OF DIRECT ASSESSMENT OF ENGLISH 112:

- The majority of students can identify the main or general claim of an argument; however, they struggle with identifying the author’s reasons that support that claim. Compared to last year’s data, there is an 8% decrease in students’ ability to identify the author’s reasons and evidence used within the article.
- Students continue to struggle with articulating the effectiveness of the reasons and evidence and/or their relationship to other elements of an argument. The low scoring of this section probably has a direct correlation to the ability to identify author’s reasons.
- Students demonstrate that they generally understand the reading (thus, reading for meaning), but generally cannot articulate a deeper rhetorical understanding of texts. This score is slightly higher than last year’s data, demonstrating some improvement; however, there is not a significant improvement. This might be a result of the test being a timed

reading and writing assignment; perhaps students need more time to read and reread an argument before being able to analyze and come to a deeper understanding of strategies.

- While students are able to identify and rely on the text and to find specific textual choices made by the author, students are weaker when it comes to explaining that selected text and how their examples from the reading prove their ideas. There was a 13% decrease from last year's data. Again, this low score might be the result of a timed reading and writing assignment.
- The mechanics of student writing are adequate, with solid organization and few errors. While this year's data is lower than last year's in this category, there was less than a 10% difference in each category of the writing section of this assessment; thus, there has been little variation in these areas.
- Students are using a variety of methods and types of sources in their research and are not relying solely on digital methods and materials.
- Students are turning to and incorporating primary research skills as a research strategy and a means to collect evidence.
- Since students do seem to rely heavily on Internet search engines to answer their research questions, it is important that English 112 address effective online research methods so that students can be efficient researchers who are able to both find information and identify credible information.
- Looking ahead, students may need more guidance reading research projects and studies in English 200 in order to prepare them for reading and writing in other disciplines.

2. Writing Attitude Survey

Below are results for responses to key items on the Writing Attitude Survey, which is an indirect assessment that is administered each fall to all composition students.

Similar to the direct assessment, benchmarks are in the process are being set. Furthermore, the survey is not a word-for-word replication of the Student Learning Outcomes; thus, the following survey questions and answers are keyed to one of the Student Learning Outcomes below (see outcome number in bracket after survey question):

1. Develop ideas
2. Understand the writing of others
3. Integrate their own ideas with those of others in writing
4. Use comments of others to revise their writing
5. Control surface features such as syntax, grammar, punctuation, and spelling
6. Write about the strengths and weakness of their own reading and writing processes
7. Create reasoned and well-supported arguments for specific audiences
8. Read and analyze arguments with an awareness of rhetorical situations and persuasive strategies
9. Use multiple methods to find and evaluate information and ideas from a variety of media
10. Document sources appropriately

Not every SLO is keyed below; rather, both the direct and indirect assessments cover all SLOs.

To what extent did your instructor's comments help you to improve your writing? [4]

English 111: 92% always or often
English 112: 90% always or often
English 200: 93% always or often

How would you rate your confidence in your ability to analyze arguments? [8]

English 112: 82% very or mostly confident

How would you rate your confidence in your ability to write persuasive arguments? [7]

English 112: 78% very or mostly confident

Did your English 111 coursework improve your understanding of the role of audience when writing? [7]

English 111: 94% yes

How would you rate your confidence in your ability to cite sources using MLA documentation style? [10]

English 112: 67% very or mostly confident

How would you rate your confidence in your ability to locate sources using the library's catalog and databases? [9]

English 112: 59% very or mostly confident

Do you feel that your research abilities improved in English 200? [9]

English 200: 84% yes

The following charts show student responses to survey questions that are not keyed to specific objectives; however, they are applicable as they do give us important information about the program and students' perspectives of their learning.

Has this course helped you to improve your writing? (Percentages refer to those answering “yes.”)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
English 111	89%	93%	94%	91%	94%	91%
English 112	91%	85%	86%	90%	90%	87%
English 200	74%	88%	78%	82%	87%	99%
Average	85%	89%	86%	88%	90%	92%

How would you rate your general attitude towards this course? (Percentages refer to those answering “very” or “mostly satisfied.”)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
English 111	83%	84%	80%	81%	84%	81%
English 112	83%	80%	82%	81%	87%	80%
English 200	59%	77%	67%	76%	76%	79%
Average	75%	80%	76%	79%	82%	80%

How would you rate your general attitude towards the English 111 Lab? (Percentages refer to those answering “very” or “mostly satisfied.”)

Fall 2008	82%
Fall 2009	97%
Fall 2010	87%
Fall 2011	83%
Fall 2012	87%
Fall 2013	86%
Fall 2014	81%

If you took English 111, to what extent do you feel that English 111 prepared you for English 112? (Percentages refer to those answering “very well” or “somewhat.”)

Fall 2008	85%
Fall 2009	91%
Fall 2010	98%
Fall 2011	91%
Fall 2012	95%
Fall 2013	91%
Fall 2014	84%

If you took English 200, to what extent do you feel that English 112 prepared you for English 200? (Percentages refer to those answering “very well” or “somewhat.”)

Fall 2008	91%
Fall 2009	86%
Fall 2010	92%
Fall 2011	90%
Fall 2012	92%
Fall 2013	92%
Fall 2014	90%

ANALYSIS OF RESPONSES:

The first set of questions indicate that students feel very confident about their ability to incorporate instructor feedback into their writing process. Furthermore, students appear to be confident about their ability to read and write arguments. This confidence appears incongruent in relation to the data that was collected through the direct assessment of reading students responses to the English 112 common exam. However, the survey represents a much larger group of students than the exam results do; we will continue to look at this particular objective closely in both our direct and indirect assessments.

Student responses regarding their research skills at the end of English 112 were lower than we would like; however, we are pleased to see that 84% of English 200 feel that their research skills improved over the term.

In addition, these numbers from the survey tell us that students typically have positive experiences in their composition courses and in the English 111 Lab and that they believe that these courses help them to become better writers. An overwhelming majority of students also feel as if 112 prepared them for 200. There were lower numbers across the board for English 200. Specifically, students indicated a lack in confidence in their abilities to analyze arguments and to write persuasively. Interestingly, there seems to be a correlation between this indirect assessment and our direct assessment, as the scores associated with analyzing arguments and rhetorical strategies were lower. While all courses indicate strong satisfaction, there is a slight change of about 1% difference from English 111 to 112 to 200. Such a small difference does not raise any immediate concern.

We will look at these numbers again next year to see if any trends emerge and to determine if we need to implement any additional action items for improvement.

3. Performance Comparison of Students Starting in Different Composition Courses:

Comparison of 112 performance of students who completed 111 before taking 112 to students who did not take 111.

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14
Avg. SAT Verbal of 111-starters:	467	453	455	457	458	431	418	431	401	431	NA	NA
Avg. SAT Verbal 112-starters:	514	522	534	527	485	531	502	542	564	539	528	551
Avg. 112 grade of 111-starters	NA	2.7	2.6	2.8	2.7	NA	2.16	2.8	NA	NA	NA	NA
111-starters with C or better in 112	NA	88%	85%	86%	85%	NA	93%	90%	NA	NA	NA	NA
Avg. 112 grade of 112-starters	2.1	2.9	2.2	3.0	2.6	2.9	2.4	3.1	2.2	3.0	1.9	3.0
112-starters with C or better in 112	73%	89%	69%	88%	86%	85%	76%	91%	36%	81%	71%	93%

ANALYSIS OF PERFORMANCE COMPARISON:

For the most part, numbers look comparable to previous years; however, we were unable to obtain all the information needed for this section. The data needed to assess our English 111-starters was unavailable at this time. (Numbers are obtained from the registrar's office; it would be beneficial if the program coordinators could sort data and run their own reports.) Because of this, we will pay particular attention to this next year to determine if there are developing trends and to reexamine our need for collecting this data, especially if we cannot obtain sufficient data to draw conclusions from the comparison. Furthermore, composition coordinators will continue to watch for trends of 112-starters and their grades. Looking at this year's numbers, we suspect that the low mark from the Spring 2013 112-starters is an anomaly, as this year's data appears comparable to the majority of the previous years' data.

Improvements in Place

1. We continued to use optional supplemental texts in composition classes, as a community, or common, read for students. In the fall, the supplemental text was *Dare Me* by Megan Abbott. The author met with our composition students during the Pee Dee Fiction and Poetry Festival. In the spring, the supplemental text was *Marketing the Moon* by David Meerman Scott and Richard Jurek. Jurek was the Hunter Fund Series Speaker, and students were able to discuss the book with Jurek at a colloquium held during his visit.
2. The department approved a common final exam for English 112.
3. In response to concerns expressed last year by our faculty, in Fall 2014 Dr. Shel Veenstra conducted a workshop on teaching close reading.
4. Dr. Meredith Love held a workshop in Fall 2014 for the university faculty on developing effective writing assignments.
5. We were able to increase the number of first-year students taking the Writing Attitude Survey from 65% last fall to 74% in Fall 2014.
6. In efforts to standardize instructors' dissemination of program assessment information to students, Dr. Rachel Spear revised an assessment statement for instructors to include on their composition syllabi and for inclusion in our program's *Final Draft* collection, which is a required text for composition courses.
7. We are continuing to add faculty instructional resources on our shared Composition Studies Blackboard site.
8. We increased our number of student-nominated essays for consideration for our annual award and featured student writing collection, totaling 52 essays nominated by 16 faculty.
9. We improved the student release form associated with the above nomination process, granting the department more flexibility with nominated essays and showcasing student writing.
10. Dr. Rachel Spear coordinated a student showcase of writing in October 2014, displaying students' writings in Founders Hall as part of the National Day on Writing project and joining the public conversation via posting FMU's students' participation in the National Day on Writing on Twitter.
11. We were again able to offer \$250 to the McCrimmon Award winner and three additional awards of \$50 each for the best papers in English 111, 112, and 200. We held an awards ceremony and reception to honor these outstanding writers.
12. We again worked with Pearson Publishing to design *Final Draft*, our collection of student writing and guide to the Composition Program, which includes the updates to our program.

13. We converted the composition book ordering submission to an electronic submission, working directly with the campus bookstore to ensure optimal procedures were implemented.
14. In April 2015, we conducted an anonymous English faculty survey of the composition program in efforts to review our strengths and weaknesses for improvement purposes.

Planned Improvements

1. We will host a colloquium in Fall 2015 for our common texts *Rapture Practice* by Aaron Hartzler and *Station Eleven* by Emily St. John Mandel in conjunction with the Pee Dee Fiction and Poetry Festival.
2. We will disseminate a list of genres affiliated with our featured student writing that will be published in the 2015-2016 *Final Draft* to faculty prior to the start of the semester in efforts to help them better plan on how to incorporate those sample writings and genres into their course planning.
3. We will collect and post pedagogical resources affiliated with our selected common texts to assist instructors by offering strategies and ideas on how to incorporate the common texts and/or smaller pieces by the respective authors.
4. We will explore possibilities in expanding the colloquia and common text student events in efforts to increase student involvement and student learning.
5. In Fall 2015, we will conduct a workshop for those English faculty teaching English 111. This workshop will provide strategies for success in managing the classroom, anticipating common challenges, crafting assignments, and utilizing the English 111 lab and its associated undergraduate tutors/teaching assistants.
6. We will form a committee to examine current composition textbooks for adoption. We will focus on matching our composition course outcomes with the textbooks and will consider making additions and changes as needed.
7. We will explore our current composition sequence and investigate possible beneficial curricular changes.
8. We will implement an assessment method for English 200 that focuses on the course outcomes while highlighting revision and reflection.
9. Based on the English faculty survey, given anonymously to faculty Spring 2015, we will plan to offer more pedagogical workshops for faculty within our department.
10. Based on the direct assessment, we will encourage composition faculty to teach more assignments that require analysis, in general and in relation to analyzing rhetorical situations and arguments. We will do this verbally at our initial fall meeting, and during the 2015-2016

academic year, we will hold a faculty workshop directly related to analysis assignments in composition.

11. Based on the direct assessment, we learned that a number of students are turning to primary research as a research method. To assist faculty with teaching students this skill, we will create a folder on our Composition Studies Blackboard site, and add resources for faculty directly related to primary research.

Modifications in General Education Courses

All courses covered in this report are general education courses. Thus, all modifications noted above apply to the general education program.

**Appendix I:
English 112 Final Exam**

Read and follow all instructions carefully.

Kate Harding is the coauthor of two books and the founder of the blog *Shapely Prose*. She is also a regular contributor to *Salon.com* where this article was originally published in 2009.

Part A: Read Harding’s article, “More Teen Troubles Blamed on Social Networking,” and respond to the following questions. Please use the back if you need more room, and be sure to use complete sentences.

- In your own words, what is the primary claim of the article?
- In 3-4 complete sentences, summarize at least two different reasons that Harding provides to defend her primary claim.
- In your own opinion, which of Harding’s reasons is least persuasive? Explain why.
- How and where do you see the author using *logos*?
- Describe how and where you see the author utilizing *ethos* or *pathos* appeals.
- This article might appeal to students, school administrators, and parents, in particular. Choose ONE of these possible audiences, and, in a short paragraph of at least three sentences, explain what techniques the author uses to connect with and appeal to this group. Use specific examples from the article.

Part B: Short essay

Your instructor has asked you to do additional research on the relationship between bullying and social media. He/She wants you to write a “Parents’ Guide to Social Media and Bullying” that will be published on public school websites. This guide should take into account the points that Harding makes but should also include other facts about bullying and expert opinion on the issues. As you can see, you need more information than this short article given here can provide.

Write an organized, short essay of at least three paragraphs, narrating HOW you would complete this research assignment. (Do not compose the guide itself.) Be SPECIFIC about how would you go about finding information on this topic for this particular audience. Be SPECIFIC about what resources you would use to get the information, what types of sources you would include in your guide, and why you would include these sources for this specific audience.

Appendix 2: English 112 Assessment Rubric

Q1: Paper Number?

Q2: Rater Number?

112 Exam Assessment Questions

Q3: Identify a claim

- 3. Student accurately identifies and paraphrases author's claim
- 2. Student correctly identifies general claim but is reductive or incomplete
- 1. Student identifies a related topic but does not articulate the claim clearly
- 0. Answer missing, wrong, or incoherent

Q4: Identify reasons that support the author's claim.

- 3. Student clearly identifies reasons and explains how they support the author's claim
- 2. Student identifies reasons within the article but does not connect these to the claim
- 1. Student attempts to identify reasons but the identification and the connection to the claim are incomplete
- 0. Answer missing, wrong, or incoherent

Q5: Evaluate effectiveness of rhetorical appeals (persuasiveness)

- 3. Student identifies specific example from article and clearly explains its effectiveness or lack thereof
- 2. Student identifies general example from article and/or is imprecise in explaining its effectiveness
- 1. Student does not connect example from article to a logical explanation of its effectiveness
- 0. Answer missing, wrong, or incoherent

Q6: Identify use of rhetorical appeals (ethos, pathos, logos)

- 3. Student demonstrates clear and consistent understanding of particular appeals
- 2. Student demonstrates some understanding of appeals but may be imprecise or somewhat inaccurate
- 1. Student demonstrates a minimal understanding of rhetorical appeals
- 0. Answer missing, wrong, or incoherent

Q7: Effective use of textual material/examples to support ideas

- 3. Student uses specific and relevant examples from text to effectively support ideas
- 2. Student uses specific examples but does not effectively discuss how they support ideas
- 1. Student attempts to support ideas with vague or general examples
- 0. Answer missing, wrong, or incoherent

Q8: Discuss how textual choices influence audiences.

- 3. Student correctly identifies how specific textual features have the potential to influence specific audiences
- 2. Student generally discusses how the author appeals to the audience but does not give specific examples
- 1. Student discusses choices or audience but does not discuss them in relationship to one another
- 0. Answer missing, wrong, or incoherent

Q9: Demonstrate an understanding of the reading selection.

- 3. Student demonstrates a clear and thorough understanding of the text's meaning
- 2. Student demonstrates some understanding but may miss minor points or nuances in meaning
- 1. Student demonstrates very little understanding of the text
- 0. Answer missing, wrong, or incoherent.

Essay Assessment

Q10: Essay is organized in logical and well-developed paragraphs

- 3. Ideas are deliberately organized into coherent paragraphs that demonstrate a logical train of thought
- 2. Ideas are somewhat developed or organized but essay lacks coherence
- 1. Ideas are undeveloped and unclear, and essay is confusing

___ 0. No response/unable to assess

Q11: Essay demonstrates awareness and control of language conventions

- ___ 3. Writing is generally free from errors in spelling, grammar, and punctuation
- ___ 2. Writing contains some errors but remains coherent
- ___ 1. Writing contains several errors that impede the reading of the text
- ___ 0. No response/unable to assess

Q12: Essay demonstrates awareness of specific research strategies

- ___ 3. Essay describes specific research strategies and explains why they would be effective in this rhetorical situation
- ___ 2. Essay describes general research strategies and/or does not fully explain how this process and the resulting information would be effective in this rhetorical situation
- ___ 1. Essay discusses the general topic but is imprecise in describing research strategies and/or the specific rhetorical situation
- ___ 0. No response/unable to assess

Q13: Essay demonstrates awareness of specific writing strategies

- ___ 3. Essay describes specific writing strategies and explains why they would be effective in this rhetorical situation
- ___ 2. Essay describes writing strategies but does not fully explain why these moves would be effective in this rhetorical situation
- ___ 1. Essay is imprecise in describing both the writing strategies and the rhetorical situation
- ___ 0. No response/unable to assess

Q14: Research Strategies Identified

- ___ References using Google or other search engine
- ___ Provides specific search terms
- ___ Discusses evaluating the credibility of search results
- ___ Describes going to specific websites
- ___ Discusses using library databases
- Other (please specify) ___
- ___ Discusses going to the library
- ___ Mentions talking to people/professor/librarian to get more information
- ___ Discusses creating and/or conducting surveys
- ___ None

Q15: Types of Sources Identified

- ___ Books
- ___ Academic journals
- ___ Print or online periodicals
- ___ Websites
- ___ TV, movie, or video
- ___ Personal experience/observation
- ___ Interviews
- ___ Blog
- ___ None
- Other (please specify) ___

Q16: Types of Evidence Mentioned

- ___ Statistics/Numerical Data
- ___ Expert opinion/testimony
- ___ Research projects/studies
- Other (please specify) ___
- ___ Public opinion
- ___ Examples/illustrations
- ___ None

Q17: Within short answer and/or essay, student mentions program keywords

- ___ Rhetorical situation
- ___ Audience
- ___ Genre
- ___ Language
- ___ Reflection
- ___ Information literacy
- ___ Collaboration
- ___ Consequence
- ___ None