

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ENGL G100	cSLO 3	2013 - 2014 (Fall 2013)	<p>because of "bad luck."</p> <p>The department will review the list of improvements generated by the 26 faculty members: 1) Provide students with examples, checklists, and repeat myself. 2) Provide more practice, more examples, and more feedback from student & the professor. 3) Create an activity for next semester wherein students will have to answer questions about a sample research paper, questions that can only be answered by "flippin and findin" between the text and works-cited sheet. 4) Have workshops earlier in the semester: we should assign a few interactive workshops on various components of the research paper. Everyone has to meet this mark; the workshop can be standardized.5) Provide checklists: make a detailed checklist for my students to use before submitting their research papers, but I need to make sure all the SLO's are on that checklist. I left off a "match up text/works cited" box this time—an oversight. A standard checklist (rubric) issued by the department, intended to be given to the students as an aid, might not be a bad idea. 6) Require an MLA handbook as part of the text or A Pocket Style Manual for MLA clarification 7) Also, schedule a meeting with a librarian IN the library to go over the process in detail. 8) Use Navigating America: book has 2 formats for incorporating citations. 9) Make the review of MLA in-text citation and works cited entries a part of the paper-writing process for the students throughout the semester. 10) Adding conferences may help me increase the number of students who are able to achieve this and other SLOs.11) Next semester I plan to have a graded assignment for different MLA/research skills which are separate from the essay itself. I notice that even though I might point out an error in an essay, sometimes students do not read the comments. So, perhaps, they miss the error and repeat it again in the next paper. I think if I have a graded assignment that focuses only on a skill like in-text citations, this will force students to learn it and then hopefully incorporate it in their essays as well. 12) Require developmental instructors to include M.L.A. as a component in their English 098 and English 099 courses.13)I waited until the last couple of papers before requiring documentation. I would begin requiring parenthetical citations and works cited lists in earlier papers -- even if it for only one or two sources -- and make proper formatting a factor in grading in all out of class papers. 14) I was talking with one instructor who mentioned that she requires her students to cite paragraph numbers when using internet sources, and I think doing so would be extremely helpful. It would force them into the habit of always citing something, as opposed to making the excuse that there is no page number, so they don't know what else to cite.15) Schedule a day with the librarians and having a workshop of MLA citations and Works Citedpages.16)Refer qualified students to A.C.E. and EOPS for support if learning disability and/or financial or first-generation college issues. 17) Deconstruct sample papers in class. 18) Review exercises in classes using MLA format via dianehacker.com.19)Better placement and written exit exams from Eng. 099 and ESL 071.20)Again, one- to-one instruction is vital: checking the process by stages and degrees helps the student and instructor find potential missteps before they become difficult to bridge gaps in any given project. 21) Focus on creating repeated lessons and opportunities to practice how to connect the w.c page to parenthetical citations. 22) English 100 needs to focus on essay reading, essay writing, MLA format, and research papers—not novels. We need to focus on this aspect of MLA format if students are going to understand how to integrate research in their papers in other classes.</p>