



**PROGRAM REVIEW – CURRICULUM REVIEW**  
2015-16

**English**

**Courses with CID Designation**

Course Name	CID #	CID Name	COR Effective Term
ENGL G100	ENGL 100	<a href="#">College Composition</a>	F2012
ENGL G100H	ENGL 100	<a href="#">College Composition</a>	S2011
ENGL G110	ENGL 110	<a href="#">Argumentative Writing and Critical Thinking Through Literature</a>	F2011
ENGL G110H	ENGL 110	<a href="#">Argumentative Writing and Critical Thinking Through Literature</a>	F2011
ENGL G112	ENGL 120	<a href="#">Introduction to Literature</a>	S2013
ENGL G143	ENGL 180	<a href="#">Children’s Literature</a>	F2014
ENGL G150	ENGL 130	<a href="#">Survey of American Literature 1</a>	F2011
ENGL G155	ENGL 135	<a href="#">Survey of American Literature 2</a>	F2011
ENGL G160	ENGL 140	<a href="#">Survey of World Literature 1</a>	S2013
ENGL G160H	ENGL 140	<a href="#">Survey of World Literature 1</a>	S2013
ENGL G161	ENGL 145	<a href="#">Survey of World Literature 2</a>	S2011
ENGL G161H	ENGL 145	<a href="#">Survey of World Literature 2</a>	S2011
ENGL G270	ENGL 160	<a href="#">Survey of British Literature 1</a>	F2011
ENGL G275	ENGL 165	<a href="#">Survey of British Literature 2</a>	S2011

**Dual Listed Courses**

Course Name	Dual Listed
N/A	

**List of Active Courses offered or not offered in the last 3 years**

Course ID	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ENGL G098		X	X		X	X		X	X
ENGL G099	X	X	X	X	X	X	X	X	X
ENGL G100	X	X	X	X	X	X	X	X	X
ENGL G110	X	X	X	X	X	X	X	X	X
ENGL G112		X	X		X	X		X	X
ENGL G114		X	X		X	X		X	X
ENGL G143					X				X
ENGL G150		X			X			X	
ENGL G155			X			X			X
ENGL G160		X			X			X	
ENGL G161			X			X			X
ENGL G181			X						
ENGL G270		X			X			X	
ENGL G275			X			X			X
ENGL G280			X			X			X
ENGL G281		X			X			X	



## PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

### English

\*Assessment status reflects assessments between Fall 2013 through Summer 2015

#### Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
ENGL G098	6	4	↔
ENGL G099	3	3	↑
ENGL G100	3	3	↑
ENGL G110	3	3	↑
ENGL G112	5	3	↔
ENGL G114	5	3	↔
ENGL G143	5	2	↔
ENGL G150	5	2	↔
ENGL G155	5	2	↔
ENGL G160	5	1	↔
ENGL G161	5	1	↔
ENGL G181*	3	0	↓
ENGL G270	5	2	↔
ENGL G275	5	2	↔
ENGL G280	3	1	↔
ENGL G281	3	2	↔

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

ENGL G181 was last offered in Spring 2013.

#### Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
ENGL G098	cSLO 5	Demonstrate good control of paragraph form and structure in a wide variety of rhetorical forms.
ENGL G098	cSLO 6	Demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.
ENGL G112	cSLO 1	Construct a broad understanding of various literary genres, elements, and techniques in a cultural/historical context.
ENGL G112	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G114	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G114	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories into written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G143	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G143	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G143	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G150	cSLO 3	Examine and explain the relationship between literary works and the literary movement associated with their periods.
ENGL G150	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G150	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.

### Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
ENGL G155	cSLO 3	Examine and explain the relationship between literary works and the literary movement associated with their periods.
ENGL G155	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G155	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G160	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G160	cSLO 3	Examine and explain the artistic merit and influences on modern thought present in the literature of both Western and Eastern countries before the European Renaissance.
ENGL G160	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G160	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G161	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G161	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G161	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G161	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G270	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G270	cSLO 3	Examine and explain the relationship between literary works and the literary movement associated with their periods.
ENGL G270	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G275	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G275	cSLO 3	Examine and explain themes of initiation, maturation, morality, fantasy, and education in preteen and adolescent poetry and literature.
ENGL G275	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G280	cSLO 2	Compose and evaluate original pieces of creative writing.
ENGL G280	cSLO 3	Revise writing based on instructor and peer critique.
ENGL G281	cSLO 3	Revise writing based on instructor and peer critique.

### Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ENGL G098	cSLO 1	2014 - 2015 (Fall 2014)	Last semester, I wrote this in step five: students “are not passing because of deficiencies in other areas, such as paragraphing, organizing, structuring, summarizing, addressing the prompt, etc. We will discuss this issue as a department, and in conjunction with ESL, and determine the next course of action for the Fall ’14 Mastery Test.” We actually did have that discussion, and that’s why we decided to assess summarizing. Already, many good discussions have started as a result of this assessment:(1) We are reviewing the Mastery Test prompts more carefully, retiring some, and sending several others through the approval process (as there was some concern that one of the two prompts we used this semester may have had a particularly difficult section to summarize). (2) We will talk about strategies for teaching summarizing at our spring symposium. I would like to see us consider assessing

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			this skill again next semester. While performing the assessment, we realized that the rubric could be clearer. There may have been some discrepancies based on one of the prompts, the unclear rubric, and the simple fact that this was our first attempt at assessing a non-grammar-based SLO in this process.
ENGL G098	cSLO 2	2013 - 2014 (Fall 2013)	Our goal for the past few semesters has been to look at specific components of this SLO so as to attack an overwhelming issue: grammatical deficiencies at this level. What we can see easily from this assessment is that (1) students at this level do not have much occasion to use pronouns on the Mastery Test, and (2) pronoun errors are not a major factor in preventing students from passing 098 (or ESL 071, for that matter). At the English Department symposium in May 2013, the department prioritized these skills for future assessments: (1) pronoun usage, (2) subject/verb agreement, (3) verb tense (again), and (4) word order/syntax. When the Mastery Test subcommittee meets next, we'll review the results of this semester's assessment – along with the results of a pilot assessment on modifiers that is being done by Nancy Boyer, Ryane Granados, and Celia Galassi – and see what we'll assess next in our ongoing quest to determine what, specifically, students are most obviously struggling with in these classes.
ENGL G098	cSLO 3	2014 - 2015 (Spring 2015)	Last semester, I wrote in step five that (1) we needed to finalize approval for some new prompts and (2) we needed to discuss strategies for summarizing at our spring symposium. I'm pleased to say that we approved three new prompts this semester and were able to use two of them for this semester's Mastery Test. There was widespread enthusiasm over this fact, and we think the new prompts played a role in student success. We also were able to discuss summary at our symposium, and that forced us to be more aligned in our assessment practices this semester. Also in last semester's fifth step, I said I'd like to see us consider assessing summary again. At the symposium, we discussed that option, this one (prewriting), and SLO 6 (sentence combinations). I also mentioned that some of the trouble with last semester's assessment may have had to do with the unclear rubric, so I ran the rubric through an extra email discussion before sending it to print. Along with running the rubric through extra editing, I also took the departments' (English and ESL) advice and added 10 minutes to the normal Mastery Test period so that students could have additional prewriting incentive. In two weeks, I'm holding a meeting of the Mastery Test subcommittee. There, we will discuss these results and select the SLO we want to assess next semester. We will also discuss strategies for communicating this semester's success with instructors.
ENGL G098	cSLO 4	2013 - 2014 (Spring 2014)	Our goal for the past few semesters has been to look at specific components of this SLO so as to attack an overwhelming issue: grammatical deficiencies at this level. Last semester, we did not get as much helpful data out of our assessment as we had hoped. Thus, we assessed a different skill (based on English and ESL input at our symposium early in the spring semester). We have already started considering new opportunities for assessment for next semester including prepositions (though ESL has expressed some concern over this), pronoun agreement, and general sentence structure. Since the ENGL 098 pass rate for the Mastery Test is 56%, and the SLO/verb success rate is over 82%, it is clear that (1) we may need to consider the "Important Note" in step four, and/or (2) our students are picking up grammatical skills, which are a major focus in 098, but they are not passing because of deficiencies in other areas, such as paragraphing, organizing, structuring, summarizing, addressing the prompt, etc. We will discuss this issue as a department, and in conjunction with ESL, and determine the next course of action for the Fall '14 Mastery Test.
ENGL G099	cSLO 1	2014 - 2015 (Summer 2014)	I found that my summer class was able to cover more material in the chosen textbook than in my sixteen-week class, so I will use some of the methods from the summer class to move the class along to cover more material in the book. More group work would also be another change I would like to implement.
ENGL G099	cSLO 2	2014 - 2015 (Summer 2014)	I found that my summer class was able to cover more material in the chosen textbook than in my sixteen-week class, so I will use some of the methods from the summer class to move the class along to cover more material in the book. More group work would also be another

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			change I would like to implement.
ENGL G099	cSLO 2	2014 - 2015 (Fall 2014)	For many semesters, we have assessed individual skills required for students to pass English 099, the prerequisite for Freshman Composition. The department consistently has discovered high success rates, typically 80% and above. This shows that we succeed in getting students to demonstrate these individual skills, but our assessments have not yet revealed a skill or performance area in which our department could improve and thus increase students' overall success rate in passing English 099. We are considering trying a different method of assessment, in which instructors are offered a selection of common writing flaws that keep a paper below B level. Instructors would mark the chief flaw of any papers below a B in that paper set. Results will presumably help the English Department to improve course design and instruction to address the flaw.
ENGL G099	cSLO 2	2013 - 2014 (Fall 2013)	The department is satisfied with the high pass rate on this assessment of a grammatical skill, as we were with the pass rate on a more analytical, content-based assessment from 2012-2013. We will continue to search for fixable weak points in student performance. As our next step, we plan to assess an SLO in the middle of the upcoming semester, before a significant number of failing students have stopped coming. We are curious to see whether an earlier assessment changes our results, giving instructors new targets to work with before students fail.
ENGL G099	cSLO 2	2013 - 2014 (Spring 2014)	Last semester, our department assessed students' ability to write paragraphs that analyzed evidence at a level sufficient for pre-freshman-composition classes. Our higher success rate for this semester's SLO—the ability to write detailed, well-supported paragraphs—is more than 7% higher. This shows that we succeed in getting students to provide support but need to focus more on the difference between mere detail and actual analysis. We plan to assess analysis again in the future, after concentrated effort on teaching paragraph support and analysis.
ENGL G099	cSLO 2	2014 - 2015 (Spring 2015)	When the department assessed this SLO exactly a year ago, we saw a 91.1% passage rate, and we wanted to see if it would remain as high over time. While we note this year's nearly 80% passage rate, we are keenly aware of the decline of 13.1%. As we communicate with and guide English 099 staff, we will specifically review the importance of paragraph length and use of examples. We will ensure that instructors are not taking for granted that students come into 099 with these basic skills. They must be taught and mastered in English 099.
ENGL G099	cSLO 3	2014 - 2015 (Summer 2014)	I found that my summer class was able to cover more material in the chosen textbook than in my sixteen-week class, so I will use some of the methods from the summer class to move the class along to cover more material in the book. More group work would also be another change I would like to implement.
ENGL G100	cSLO 1	2013 - 2014 (Spring 2014)	Changes suggested by professors included the following:--continue to incorporate the above practices in many assignments--spend enough time on these important skills--begin the above practices earlier in the semester--incorporate this SLO in several assignments throughout the semester--include all faculty in discussions of department expectations in this area--present a workshop for faculty on how to better implement argument and critical reading strategies
ENGL G100	cSLO 2	2014 - 2015 (Fall 2014)	Each assessing professor was asked (1) Why do they feel their students were successful? (2) Who do they feel their unsuccessful students were unsuccessful? and (3) What suggestions do they have for the department as a whole when it comes to increasing our success rate? When confronted with these questions, one humorous professor answered the first question with "prayer" and the second question with, "bad luck." Although that professor then proceeded to provide me with the same detailed pedagogy as the rest of his peers, such as offering extended office hours, pushing the Writing Center's services, thesis work-shopping in class, providing rhetorical structures and outlines for the students to mimic and model, there was truth in his humor. Many professors, in fact, seemed to commiserate. The students who did poorly did so, according to their professors, as a result of being unfortunately misplaced by the testing system, under prepared by past teachers, overworked with outside commitments like work and family, or, more efficiently put,

## 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 &amp; 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>