



Assessment Record

Program: Communications - English

Assessment period: Annual Summary 2019-2020

Program or Department Mission:

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan ENR 098

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- demonstrate reading comprehension competence appropriate for college-level reading.
- understand Standard English grammar and apply this to their writing. Students will also exhibit a variety of sentence structures (simple, compound, complex) written with correct mechanics.
- create a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Demonstrate reading comprehension	Direct Assessment: Evaluate one assignment (critical	Direct Assessment: 70% of students reach at least a “Satisfactory” level on	<u>Fall 2019-Summer 2020:</u> Number of Students Assessed 90 Students assessed/6 sections	During this year, we started with collaborative efforts on essential foundations in ENR 098 but saw a shift in instructional methods since

<p>competence appropriate for college-level reading.</p>	<p>reading test or reading response) to assess ability to comprehend one college-level reading.</p>	<p>Passage-based Reading, including comprehending main idea, supporting detail, inference, and author's purpose/strategy/tone on rubric below</p>	<p>68/90 students fulfilled this outcome. (76%)</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed Shelby (3 sections): 46/63 (73%) Jefferson (3 sections): 22/27 (81%)</p>	<p>we moved to a mostly online format in Spring 2020 for COVID-19. Although there was a 5% increase for the SLO this year, instructors noticed that students needed additional instruction in active and critical reading. For next year, instructors will support students in reading comprehension through an "Active Reading" slideshow to help students learn to annotate and critically analyze the selections and assignments chosen for this class. Instructors will teach various active reading strategies using activities such as the Escape Game where students must use context clues from readings to "escape" from the room. Additionally, instructors will use reading comprehension activities, such as this Critical Reading Exercise, to test students on basic comprehension and application of major course readings. In further support of reading comprehension, instructors will assign readings to help students understand what reading comprehension is.</p>
<p>SLO 2: Understand Standard English grammar and apply this to their writing. Students will also exhibit a variety of sentence</p>	<p>Direct Assessment: Assess one essay for correct use of Standard English and levels of sentence variety.</p>	<p>Direct Assessment: 70 % of students reach at least a "Satisfactory" level on rubric below.</p>	<p><u>Fall 2019-Summer 2020:</u> Number of Students Assessed 90 Students assessed/6 sections</p> <p>63/90 students fulfilled this outcome. (70%)</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed</p>	<p>We noticed that there was a 2% increase for this SLO. However, students needed more instruction/practice in basic grammar mechanics. Instructors will continue to require students to use Norton's InQuizitive for Writers or McGraw-Hill's Connect. These are adaptive softwares that include quizzes on grammar, syntax, and mechanics to</p>

<p>structures (simple, compound, complex) written with correct mechanics.</p>			<p>Shelby (3 sections): 45/63 (71%) Jefferson (3 sections): 18/27 (66%)</p>	<p>help supplement instruction. Students that actively engage with <i>InQuizitive</i> or <i>Connect</i> are more successful in applying Standard English to paragraphs and essays. In addition to <i>InQuizitive for Writers</i> and <i>Connect</i>, each writing assignment sheet (for example, Paragraph #1 and Essay #2) will require students to practice using Standard English. With each written assignment, students will gain more proficiency in this area.</p>
<p>SLO 3: Create a thesis statement using specific examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs.</p>	<p>Direct Assessment: Evaluate one essay to assess ability to express a central idea which is supported in a cohesive multi-paragraph essay.</p>	<p>Direct Assessment: 70% of students reach at least a “Satisfactory” level on rubric below.</p>	<p><u>Fall 2019-Summer 2020:</u> Number of Students Assessed 90 Students assessed/6 sections 65/90 students fulfilled this outcome. (72%) <u>Yearly Campus Summary</u> Number of Students Assessed Shelby (3 sections): 46/63 (73%) Jefferson (3 sections): 19/27 (70%)</p>	<p>There was a 5% increase for this SLO. Instructors noticed that students need continued support in the writing of their essays. Instructors will continue to use instructional materials to help students successfully meet this SLO, which includes: “The Essay” slideshow and The Writer’s Handbook. These digital materials will help students create a thesis statement that is supported in a cohesive essay. Additionally, instructors will include other online resources to provide students with personalized feedback on their writing. The JSCC’s Writing Center will be placed on Blackboard to provide this personalized support to help students succeed. Students who take advantage of this resource will produce better thesis statements and essays.</p>
<p>Plan submission date: August 29, 2020</p>			<p>Submitted by: Communications Department</p>	

SLO 1:

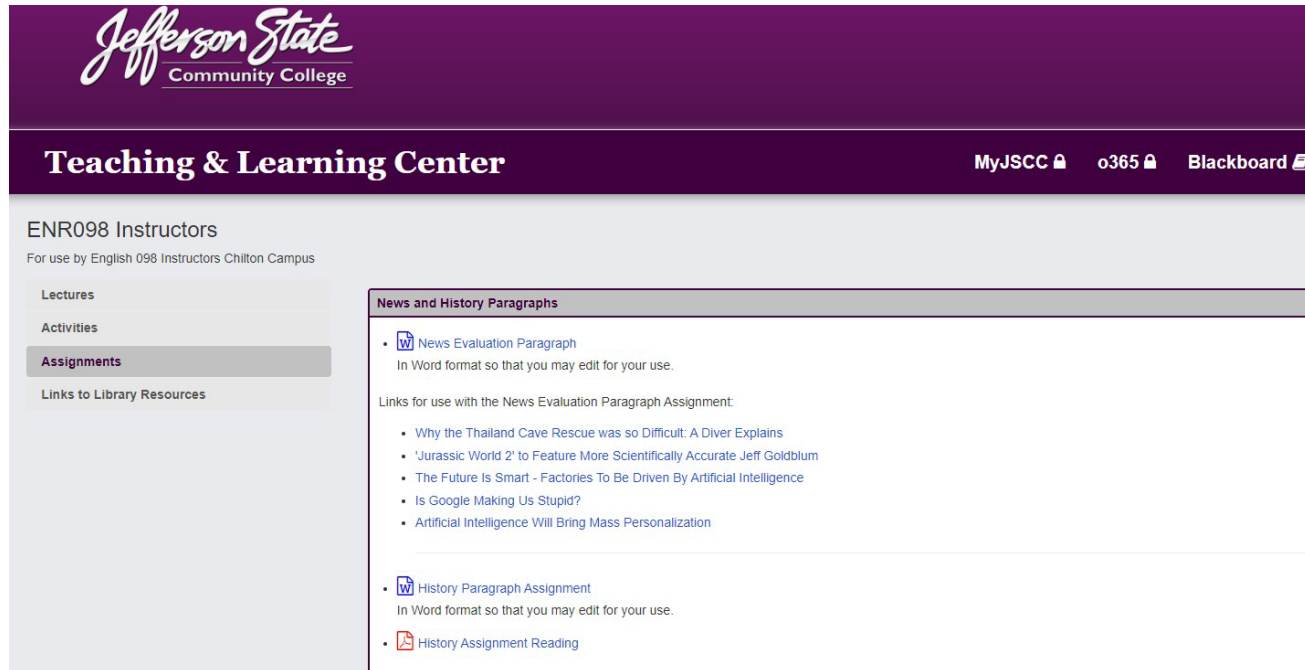
Rubric for SLO 1:

Excellent: All of the reading is comprehended, or most, if not all, test questions are answered correctly.

Satisfactory: Most of the reading is comprehended, or at least 70% of the test questions are answered correctly.

Unsatisfactory: Over half of the reading is incomprehensible to the student, or the student performs less than 70% on a test.

SLO 1:



The screenshot displays the Jefferson State Community College Teaching & Learning Center website. The header features the college's logo and navigation links for MyJSCC, o365, and Blackboard. The main content area is titled "ENR098 Instructors" and includes a sidebar with navigation options: Lectures, Activities, Assignments (highlighted), and Links to Library Resources. The main content area is titled "News and History Paragraphs" and contains a list of assignments and links for use with the News Evaluation Paragraph Assignment.


Jefferson State
Community College

Teaching & Learning Center MyJSCC o365 Blackboard

ENR098 Instructors
For use by English 098 Instructors Chilton Campus



Lectures
Activities
Assignments
Links to Library Resources

News and History Paragraphs

-  News Evaluation Paragraph
In Word format so that you may edit for your use.

Links for use with the News Evaluation Paragraph Assignment:

- Why the Thailand Cave Rescue was so Difficult: A Diver Explains
- 'Jurassic World 2' to Feature More Scientifically Accurate Jeff Goldblum
- The Future Is Smart - Factories To Be Driven By Artificial Intelligence
- Is Google Making Us Stupid?
- Artificial Intelligence Will Bring Mass Personalization

-  History Paragraph Assignment
In Word format so that you may edit for your use.
-  History Assignment Reading

SLO 1:

- 1 **ACTIVE READING**
- 2 **How does reading differ in a college course?**
 - As a college student, you will be required to read on a different level than you may be used to. Not only will you have to read **quicker** (as you will have many courses that require it), but you will also have to critically think about what you are reading. Reading is an important part of any classroom, but it also goes beyond the classroom too. As *The Pop Culture Zone* states, "Reading more frequently will improve your reading ability, but what might not be obvious is that reading more also improves your writing ability because you get to experience new vocabulary, a range of sentence variety, and different text structures" (Smith and Smith 72). Reading then becomes a way to gain knowledge beyond just content-based material.
- 3 **General information**
 - As a scholarly reader, you must be able to analyze a text and think critically about its implications. You also have to realize that there is more than one way to read.
 - In school, often times, you will encounter the printed word, meaning what you are reading is printed on paper or is formatted digitally. However, you also may be asked to read visually. These types of texts revolve around the world of images, like films, television shows, ads, etc. Each can be read the same way using critical thinking skills.
 - Your instructor chooses readings for a multitude of reasons, but one aspect that you want to consider is that they will never assign a reading that is not essential to the course in some way. "A critical reader asks why a reading is assigned and why the text is convincing" (Smith and Smith 72).
 - Thinking about why a reading is assigned can help you gather what you should take away from it and also how much time you spend on it. Some readings might be given to introduce a topic, to entertain, to explain an idea, or to model an essay. Knowing why something is assigned can help you, as a student, navigate the information in the class.
- 4 **How to be an active reader**
 - If you recall, we talked about wallowing in complexity in the last lesson. Part of that wallowing is being an active reader. To actively read, you need to engage with the work by questioning and evaluating the text. Doing so will help you improve your understanding, retention, and recall of the text (Smith and Smith 73).
 - This is where the SQ3R method comes into play. SQ3R stands for:
 - Survey
 - Question
 - Read
 - Recite
 - Review
- 5 **Surveying & Questioning**
 - When you survey and question a text, you are thinking about pre-reading and previewing strategies that you should use. You should:
 - Activate background knowledge
 - Read introductory material, such as the table of contents, preface, author biography, and pre-reading questions
 - Examine the title closely
 - Look for an abstract or summary
 - Create a list of questions about the topic
 - Skim or scan the reading, looking for headings, subheadings, charts, tables, graphs, and lists (It is okay to skim while pre-reading; but when you move on in the reading process, you need to read all of the words).
- 6 **Reading for content**
 - There are many ways to read a text, but simply skimming the work or reading without taking notes is not effective.
 - Think about what works for you as a reader. You can highlight main ideas in a text, or you can take notes. You can read the text all the way through in one sitting, or you can take breaks while reading. You can choose whatever style works for you, but you should be annotating the text while reading.
 - When annotating a text, you are essentially making notes while you read. You are marking places while you read that may be of importance or might be vague.
 - Annotating will help you as you go back through the text to see if you will need anything for your essay or research.
- 7 **Annotating**
 - When annotating:
 - Highlight or underline (or at least make note of) the main thesis or argument
 - Circle new terms and keep track of their definitions
 - Draw attention (or at least make note of) the main ideas, important points, or supporting evidence of the text
 - Emphasize and highlight only those points that you will need for your assignment
 - Write a short summary (annotated paragraph) to remind yourself of what the readings is about
- 8 **Annotating**
 - Annotating helps you to become a critical reader because it shows how you:
 - are intellectually independent.
 - are knowledgeable about how arguments are formed.
 - are skeptical and do not take anything at face value.
 - look for possible author bias in what you are reading.
 - read between the lines.
 - ask questions.
 - scrutinize concepts and assumptions presented in a text.
 - base your decisions on evidence.
 - manage your time effectively.
- 9 **Reading**
 - When reading, you will be answering the questions you came up with in the second step. You can also think about answering the who, what, when, and why of the article.
 - Who wrote the piece?
 - What was the author's point in the piece?
 - When was the piece written?
 - Why was the piece written?
- 10 **Review**
 - Here are some aspects to consider when reviewing:
 - Review annotations
 - Go through challenging sections again
 - Review your notes to the most important information
 - Create a summary of the material
 - Bring your notes and questions to class
 - Expand on anything that needs more details
- 11 **Concluding thoughts**
 - Studying, when reading, increases your ability to comprehend and retain information. This can help you in this course as you are asked to read articles, do research, and gather information to make an essay. This can also help you in other classes because it will increase your ability to take effective notes and to recall information.
- 12 **Works Cited**
 - Smith, Allison, and Thoni S. Smith. *The Pop Culture Zone: Writing Critically about Popular Culture*. 2nd ed. Cengage Learning, 2015.

SLO 1:

Script for Escape Game ENR 098

Welcome to the English Escape Game!

If you have never been a part of an escape or breakout game, the premise is easy: all you have to do is solve puzzles to get out of a metaphorically "locked" room. This is the same premise today.

I am going to "lock" our room door with these locks here (can show students the word locks and place on the door handle or on a table/desk blocking the doorway). You will have to solve the puzzles I give you to reach this lock and open it before you are able to "escape"!

Now that I have "locked" the door, I need you to get in 5 groups of ### students each. Each group needs to sit together and put away all your own materials: no books, no pens or pencils, no phones, everything up.

(After all groups are ready) I am going to give each group a tool box and a laminated worksheet. Do not do anything with the toolbox or turn over the worksheet until I have gone over all of the directions and started the game. (Give out tool boxes and turned over worksheets)

Alright! You and your group have been locked in an English classroom, and the only way to get out of here is to solve the puzzles you find before you unlock your group's classroom door lock. You will have all the materials you need in your tool box, so if you think you need something, it is best to look in it. Your toolbox also comes with two HINT cards. If you need a hint, turn in one of your cards and I will be here to assist.

Rules:

1. All locks are meant to be opened normally, so do not intentionally try to break a lock or pull open materials that are secured. There is a clue or an activity that will help you open those without breaking the activity.
2. Think outside the box, use context clues, and work with your team to help each other solve the puzzles.
3. Once I begin the game, you will turn your worksheet over and begin circling the correct answers on the sheet itself. When you think you have finished your worksheet, call me over to check the answers and I will give you your first ability to go further in your box. After that, you will need to use your own brainpower or hints from me to get out of here!
4. After we are finished, you can put all your materials in the toolbox. Don't worry about putting items back the way they were – I will get that.
5. Any questions (ANSWER THEM)...Alright...Let the game begin!

SLO 1:

ENR 098

Critical Reading Exercise

"Feeding Young Minds: The Importance of School Lunches" by Jane E. Brody

Interact with the associated article. Begin by considering the implications of the title, and then read the article twice: once quickly for familiarity, and once carefully for understanding. Note unfamiliar terminology as you read and decide what the article's main idea is.

Answer the following questions about the article's significant claims, responding to each question with **full sentences**:

1. What is the **first sentence** in the article (quoted-- reproduced exactly as it appears in the text and enclosed in quotation marks) that suggests its main idea?
2. What is unusual about the school meal plan regarding the **number** of daily school meals served to each student? Why is it unusual?
3. What additional strategies does Harding High employ to make sure students get the full benefit that adequate nutrition contributes to learning?
4. As suggested **in the article** (limit your response to what the article contains), is Harding Senior High's attitude about the importance of providing students sufficient, nutritious food a common attitude shared by all school systems? Support your answer with **direct quotation** (exact phrasing, enclosed in quotation marks) from the article.
5. What are specific Obama-era strategies to enhance the nutritional value of school lunches?
6. What does the article say are specific academic behaviors that are positively impacted by students having "adequate amounts of nutritious food" (Brody)?
7. In what three ways does nutrition impact learning?
8. What specific strategies does the article suggest may influence students to make healthier meal choices at school?

SLO 1:

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Beyond Literal Comprehension: A Strategy to Promote Deep Understanding of Text

Alison King

California State University San Marcos

This chapter presents a comprehension strategy designed to promote deep comprehension of material read. The strategy, "ASK to THINK-TEL WHY?" is described, its theoretical basis elaborated, and several experimental classroom research studies are reported that demonstrate its effectiveness. The essence of the strategy is a process of reciprocal peer questioning-answering in which the particular questions asked are designed to elicit self-explanations and inferences. When used in peer learning contexts the strategy guides learners to engage in the kind of discussion that supports their construction of representations of text meaning that are coherent at both local and global levels.

When reading text material, the reader creates an understanding of what is being read. This meaning-making—this comprehension process—entails the construction of a mental representation of the information in the text, and this representation can in turn be accessed later, when memory for the material is called for. A reader's successful comprehension of text material is evidenced by a representation that, at a minimum, is coherent enough to account for all the information (the main ideas and details) explicitly presented in the text. However, there are different levels of comprehension (and corresponding levels of coherence in mental representations). These levels of comprehension are sometimes referred to as *literal versus inferential comprehension*, or *shallow versus deep comprehension* (suggesting the metaphor of a lake and simply skimming its surface as opposed to diving down into its depths).

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In this chapter, I present a strategy for going beyond the literal level of comprehension to promote a deeper understanding of text through critical reading, thoughtful analysis, and complex inference generation. Thus, this particular comprehension strategy emphasizes thinking critically about text meanings and intentionally making connections between text and relevant knowledge of the world beyond that text.

SHALLOW AND DEEP COMPREHENSION

Whereas a literal (shallow) comprehension of a text reflects a minimally coherent mental representation, deep comprehension is indicated by a highly coherent, richly integrated, plausible representation. In terms of Kintsch's (1974, 1988) levels of mental representation (surface code, text based, and situation model), shallow comprehension results from processing text at the two lower levels: surface code and text based (see chap. 1, this volume). This level of processing provides a representation that captures only meaning explicitly stated in the text—the what, who, where, and when of the passage. In contrast, deep comprehension is achieved when the reader goes beyond literal comprehension to use the explicit text and that reader's own prior knowledge to construct such understanding as causes to explain why the events recounted in the text occurred, the probable effects of actions taken, the motives behind people's behavior, and the larger point made by the author of the text (see also chap. 1, this volume). This deeper level of processing results in a representation that is a richer, broader situational model (Kintsch, 1974, 1998) of the text's meanings.

Unfortunately, students rarely gain a deep understanding of the materials they read in their school courses; instead, they settle for shallow knowledge, such as lists of facts, definitions of concepts, and other easily memorized material. Often, students' focus on gaining shallow knowledge from text is reinforced by classroom practices that emphasize lectures; teacher questioning that elicits only short, factual answers; and multiple-choice testing designed to reveal factual knowledge (Davoudi, 2005). To truly understand what they have read, readers need to organize this shallow knowledge and go beyond it. In limiting their understanding to the literal, readers fail to pursue the deep explanations, causes, and implications underlying the knowledge presented, which would enable them to organize the knowledge and to grasp the text's deeper meanings, its message, or point (Davoudi, 2005).

Inferencing

A major difference between shallow and deep level comprehension of text has to do with the inferences and other connections generated by the reader (Cain, Oakhill, Barnes, & Bryant 2001). Both the quantity and quality of inferences and

SLO 2:

Rubric for SLO 2:

Excellent: No major errors and only a few minor grammatical notes. Use of all varieties of structures with clear and correct mechanics.

Satisfactory: Some major errors, but not enough to affect the clarity, flow, and purpose of paper. Use of some sentence variety with clear and correct mechanics.

Unsatisfactory: Many major errors that affect the clarity, flow, and purpose of the paper. Use of only simple sentences or some variety but with incorrect mechanics.

SLO 2:

How to Use InQuizitive
How to Make the Most of <i>The Little Seagull</i>
Editing the Errors That Matter (A Comprehensive Activity)
Sentences
Sentence Fragments
Comma Splices
Fused (Run-on) Sentences
Mixed Constructions
Pronouns in the Wrong Case
Pronouns That Don't Agree with Their Antecedents
Pronouns with Unclear Reference
Subject-Verb Agreement Errors
Verb Tense and Verb Form Errors
Language
Misplaced/Dangling Modifiers
Words Often Confused
Punctuation/Mechanics
Omitted Commas
Unnecessary Commas
Apostrophe Errors
Quotations
Incorporating Quotations
Punctuating Quotations
Research
Finding Sources
Evaluating Sources
Fact-Checking Sources
Integrating Sources
Synthesizing Ideas
Documenting Sources: MLA Style

SLO 2:

▼ Unit 1, Parts of Speech	
Parts of Speech Review	
▼ Unit 2, Writing Good Sentences	
Coordination and Subordination	
Fragments, Run-ons, and Comma Splices	
▼ Unit 3, Working with Verbs	
Subject-Verb Agreement	
▼ Unit 4, Using Pronouns Correctly	
Pronouns: Reference, Agreement, and Case	
▼ Unit 5, Working with Adjectives and Adverbs	
There are no assignments in this unit.	
▼ Unit 6, Using Punctuation Correctly	
Commas	
Apostrophes and Quotation Marks	
▼ Unit 7, Using Mechanics Correctly	
Capitalization	

SLO 2:

Writing Assignment: News Paragraph Summer Semester 2020 ENR 098

Overview of the Paragraph

When you evaluate, you "work out the 'value' of" something ("Evaluate, v.").¹ You use evaluation all the time. When you purchase a laptop, you will probably evaluate the different brands so that you choose the best. When you take a class, you evaluate it and the instructor at the end of the semester. Even when you go to sleep, you evaluate what time will be best to wake up in the morning. Evaluation is a key skill in college because it helps you to be able to critically think about information. For example, in English courses, we ask you to evaluate sources so that you are using reliable information. In a history course, you might be asked to evaluate a primary document to determine its effect on history. In a nursing course, you might be asked to evaluate a patient to help in a diagnosis. Evaluation is an essential part of the college experience, which is why I am asking you to write an evaluation paragraph of a news article.

In this paragraph, you will need to actively read one of the news articles listed below and evaluate it to a common standard. For information literacy, we use the CRAAP test to evaluate information based on its currency, relevancy, authority, accuracy, and purpose. Using the CRAAP handout, put together a paragraph highlighting why your article would be a credible or non-credible source of information.

News Articles:

- "Why the Thailand Cave Rescue Was So Difficult: A Diver Explains" by John Lamy (*New York Times*)
- "Jurassic World 2 to Feature More Scientifically Accurate Jeff Goldblum" by *The Onion Staff* (*The Onion*)
- "The Future Is Smart - Factories to Be Driven By Artificial Intelligence" by Steffen P. *Buzzfeed*
- "Artificial Intelligence Will Bring Mass Personalization" by Loni Stark (*Investor Business Daily*)
- "Is Google Making Us Stupid? What the Internet Is Doing to Our Brains" by Nicolas Carr (*The Atlantic*)

Assignment Criteria

I will be assessing your paragraphs on the following:

- How well you evaluate your news article considering the CRAAP handout.
- How clearly and effectively you present your evaluation of the source material.
- How cohesive your paragraph is.

- How well you can use sentence variety and proper grammar & mechanics in terms of what we have discussed in class.

Requirements

- Your paragraph should be between 8-12 sentences in length.
- Your paragraph should also include a variety of sentence structures and should properly use punctuation and spelling.
- You will need to follow MLA format for the style: 1-inch margins, proper four-line heading, proper pagination, double-spaced, and 12 pt. Times New Roman font.
- You should submit your paragraph ...

SLO 2:

Writing Assignment VI: ENR 098 Final Essay
Semester 20--
ENG 098

Overview of the Essay

Now that you have almost completed the course, I hope that you have learned about your own reading and writing styles. In this in-class essay, I want you to reflect on your experiences in ENR 098. The following questions will help guide you as you work through this essay:

- 1) What were your expectations coming into ENR 098, and did ENR 098 meet those expectations?
- 2) How can you use the reading and writing strategies, plus the critical thinking strategies, that you have learned in this class for other classes and assignments? For your career field?
- 3) What would be the most significant idea you have learned in this class?
- 4) Which assignment has been your favorite to write, and which do you feel the proudest of?
- 5) Lastly, what do you expect going into ENG 101? How can you use the knowledge you have gained from 098 to succeed in 101?

As you reflect, remember that you want to structure this assignment into an essay. That means I should see complete paragraphs, implicit connections between ideas, transitions, grammatically correct writing, and, most importantly, critical thought.

Assignment Criteria

I will be assessing your essays on the following:

- How well you reflect on your experience
- How clearly and effectively you present your experience
- How cohesive and well written your essay is.

See rubric for full disclosure on basic essay criteria.

Requirements and Due Dates

- Your essay should be 2 pages in length.
- You will need to follow MLA format for the style: 1-inch margins, proper four-line heading, proper pagination, double-spaced, and 12 pt. Times New Roman font.
- You may bring in an outline of your major points the day of the final; however, you cannot bring in a full paper. The outline should be skeletal and only cover basic/major points. We will work on the outline in class on **date**, and I will come around the day of the final to make sure you don't have a draft of the essay.
- The essay will be given in-class in computer [lab 2](#) on ?, from ?.

SLO 3:

Rubric for SLO 3:

Excellent: Thoughtful and unified thesis with an ability to hold scope of entire paper. Topic sentences and conclusion sentences in all body paragraphs that cohesively contain paragraph topic and illustrate logical transition. There are two or more completely supported subtopics within paragraphs that are logical and cohesive.

Satisfactory: Thesis presents topic satisfactorily setting up paper idea. A general understanding and presentation of topic and conclusion sentences for body paragraphs that mostly suggest logical transition. At least two supported subtopics within paragraphs that suggest a cohesive idea

Unsatisfactory: Thesis not unified and does not create a basic structure for the paper. A lack of ability to write cohesive topic and conclusion sentences for body paragraphs and a lack of transitions present. One or two subtopics that only mention evidence in body paragraphs and do not substantially create a cohesive idea.

SLO 3:

- 1 **The Essay**
The Basic "Parts"
- 2 **Disclaimer from Your Instructor:**
- My goal in this sidebar is to provide an overview of an English paper's basic parts.
 - Please keep in mind that the needs of a particular discipline will shape how you write. For instance, scientific fields have a different set of writing expectations than those in the humanities.
 - If you ever want to make sure that you are satisfying a particular discipline's expectations, please do some research the [UNC Writing Center](#) provides some helpful information, and/or speak with your instructor in that specific course.
- 3 **But first, why is writing essays so difficult?**
- Writing papers is a tough business, even if you would even say especially for those of us who are advanced academic writers. But why?
 - Writing essays (in form of "reading") exists at the top of Bloom's Taxonomy.
- 4 **The Basic "Parts" of a Paper:**
- Introduction**
 - Brings the audience into the paper's topic
 - Contains the paper's thesis
 - Body**
 - Shows the audience the main information/evidence supporting the paper's thesis
 - Conclusion**
 - Brings closure to the essay
 - Leads the audience out of the paper's topic
- 5 **The Introduction**
- As the [UNC Writing Center](#) notes, the introduction acts as a "bridge" in your paper; it helps to "transport" your audience from their daily lives into your essay. As such, the introduction may begin with a broader idea and narrow as it progresses.
 - A satisfactory introduction should capture your audience's attention in some way, whether through a compelling question, an intriguing anecdote, an interesting example, or some other means.
 - The introduction should make the topic of your essay clear.
 - The introduction should also contain your thesis.
 - Writing tip: Instead of drafting your intro first, save it for last. That way, you already have an idea of what your paper says so that you can better introduce it.
- 6 **The Thesis**
- The thesis presents the main point(s) of the paper. In argumentative writing, the thesis presents the essay's claim.
- While a thesis will look different in each type of paper that you author, it usually has some of the following qualities. According to the [UNC Writing Center](#), the thesis could:
 - tell the reader how you will interpret the significance of the subject matter under discussion.
 - be a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
 - be an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or the novel, *Moby-Dick*; a thesis must then offer a way to understand the war or the novel.
 - will often make a claim that others might dispute.
 - is often (though not always) a single sentence near the beginning of your paper (often toward the end of the introduction) that presents your argument or main idea(s) to the reader.
- 7 **The Thesis—What to Do and What Not to Do**
- Do make sure the thesis is a complete sentence or a series of complete sentences; it should never be a fragment.
 - Do make sure that you include the title of the work in your thesis if you are writing about literature, film, television, music, or anything that is in reference to a specific text. You should also introduce the work earlier in the introduction.
 - Do make sure you list both "things" in a paper if you are comparing or contrasting two ideas, works, etc.
 - Do not ever write your thesis as a quote or a question. If you have a research question, your research question guides you to the thesis. Your answer to the research question is your thesis.
 - Do not announce your thesis. Do not put "This paper will show you" or "I will be discussing..." There are some writing situations where this is acceptable practice. It is not in this class!
- 8 **The Body**
- The body of an essay is where the writer provides evidence in support of the thesis.
 - Each paragraph in the essay's body should address a main point or example supporting the thesis. When you have more than one main idea in your paragraphs, it can confuse your reader and make your cohesion decrease.
 - Depending on the type of evidence you are using for the assignment, you may need to include research—and, thus, quotes or paraphrased information—in the paper's body. When using sources, you must remember to synthesize your ideas with the material. Writing tip: Your interpretation always comes first; therefore, I should always see more of your work than someone else's.
 - The body has **no set length**. For instance, while you may have been taught that the body should be 3 paragraphs, that is simply not the case. The body contains as many paragraphs as necessary to support the thesis.
- 9 **The Body Continued**
- Each paragraph should be as long as needed to address its individual point. However, it is equally important not to overfill your paragraphs. If you find that a paragraph is becoming too long and cumbersome, that may hint that you need to break apart or pare down your ideas.
 - Each paragraph should begin with a topic sentence (or a series of topic sentences) that introduces the topic for the paragraph and ends with a concluding sentence (or a series of concluding sentences) that leads the audience out of the paragraph and, perhaps, into the paper's next point.
 - Although transitions should be used throughout the essay, they are most prominent in the body. According to the [UNC Writing Center](#), transitions provide the reader with directions for how to piece together your ideas into a logically coherent argument. You will need to use transitions to guide the audience from idea to idea in a paragraph; however, you will also need transitions to guide the audience out of one paragraph and into the next paragraph. For examples of transitions, please see the [UNC Writing Center's "Transitions" handout](#).
- 10 **The Conclusion**
- Like the introduction, the conclusion behaves as a bridge. Instead of leading the audience into the essay like your intro, the conclusion guides readers out of your essay and back into their lives.
 - While the conclusion does wrap up the paper's main ideas, it should also make a case for the importance of your paper's topic. Your audience should leave your conclusion understanding why they took the time to read your essay.
 - Conclusions should not:
 - mirror the introduction (although it may make sense to return to an idea presented in the introduction). Conclusions can best be understood as complements to the introductions.
 - simply summarize the essay's main points. Rather, a much better strategy is to synthesize information by showing how the main points work together or build on each other.
 - begin with "In conclusion."
- 11 **For further reading:**
- The [UNC Writing Center](#) is a one-stop-shop for all things writing. I highly recommend the following handouts from the Center:
 - [Introduction](#)
 - [Thesis Statements](#)
 - [Paragraph Development](#)
 - [Transitions](#)
 - [Conclusions](#)
 - [Revising Drafts](#)
 - [Plagiarism](#)

SLO 3:

JSSC Libraries
COVID-19 Response Research Services About Follow Us

A Writer's Handbook

Introduction

A Writer's Handbook

Purpose & Audience

Introduction for Essays

Opening Sentences

Linking Sentences

Thesis

Finished Introduction

Body Paragraphs for Essays

Topic Sentences

Development

Conclusion Sentences

Conclusion Paragraphs for Essays

Essay Writing Organization: The Outline

Annotating Readings

Development Ideas for General, Rhetorical, and Literary Writing

General Writing Idea Development

Rhetorical and Visual Analysis Idea Development

Character Analysis Idea Development

Theme Analysis Idea Development

A Writer's Handbook

Welcome to **A Writer's Handbook**

This handbook was created by Ashley Kilchens, English Instructor and Associate Dean of the Chilton Campus of Jefferson State Community College.

This handbook will assist you in the following:

- Navigating English Composition I and II
- Rhetorical Writing and Writing About Literature

The handbook consists of instructional content, exercises for practices, and examples of writing for English composition I and II, rhetorical writing, and writing about literature.

SLO 3:

Writing Center

JSCC Libraries Blackboard OneACCS MyJSCC

- Home
 - Introduction
 - Reading & Writing Skills Instruction
- Common Formatting & Citations
- Evaluating Sources
- Information & Media Literacy
- Plagiarism
- The Research Process
- Understanding Academic Writing

Staff Use Only

- Staff Login

Introduction

Use the interactive options to get assistance from a JSCC Writing Tutor:

- Access online chat feature to chat with a writing tutor and upload your writing
- The chat feature will pop up on the bottom right!
- Upload a writing assignment for review
- [Submit Your Work to A Writing Tutor](#)
Follow this link to the interactive form for uploading your writing assignment and paper.

Writing Tutoring Schedule for Current Semester

Online Tutoring Schedule

- Mondays, 1:00 pm to 4:00 pm
- Tuesdays, 6:00 pm to 9:00 pm
- Wednesdays, 5:00 pm - 8:00 pm
- Thursdays, 6:00 pm - 9:00 pm

Jefferson Campus, Allen Library 2nd Floor

- Mondays and Wednesdays
 - 11:00 am - 2:00 pm

Shelby - Hoover Campus, GSB Room 122 [Library]:

- Mondays and Wednesdays
 - 11:30 am - 2:30 pm
- Tuesdays and Thursdays
 - 10:00 am - 1:00 pm

Reading & Writing Skills Instruction

- [PrepStep](#)
PrepSTEP™ is a dynamic online learning platform that can change the lives of students, through academic success and preparation for today's workplace. It is packed with powerful resources for



Assessment Record

Program: Communications - English

Assessment period: Annual Summary 2019-2020

Program or Department Mission:

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan ENG 099

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Write a unified, specific thesis.
- Write an essay with a unified and clear organization.
- Students will correctly integrate primary and secondary sources into an essay.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Communicate a stance on a subject by writing a	Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts	Eval 1: 70% of students’ essays meet a Satisfactory evaluation on the rubric	<u>Fall 2019-Summer 2020:</u> Number of Students Assessed 60 and 56 / 5 classes assessed 46/60 students fulfilled this outcome on the beginning paper. 76%	Following a pilot program in 2018, we began offering more sections of ENG 099 in Fall 2019. Moving forward, our goal is to assess a larger number of courses to gather a more comprehensive baseline for assessing

unified specific thesis.	the structure of the paper. Rubric attached to ENG 101 course.		48 / 56 students fulfilled this outcome on the ending paper. 85% <u>Yearly Campus Summary</u> Number of Students Assessed Shelby (4 sections): 39/44 (88%) Jefferson (1 section): 9/12 (75%)	the rate at which students are able to achieve SLO 1.
SLO 2: Communicate details of a subject by writing an essay with a unified and clear organization.	Evaluation 2: Essay that begins with an introductory paragraph that engages the reader, creates a bridge to the main idea, and contains the thesis sentence. The essay will have body paragraphs that have a clear topic sentence, show unity in ideas (one main idea and focus), show coherence of ideas (transitions, logical order), and use appropriate evidence in support of the main idea. The essay will have a concluding	Eval 2: 70% of students' essays meet a Satisfactory evaluation on the rubric	<u>Fall 2019-Summer 2020:</u> Number of Students Assessed 60 and 57 / 5 classes assessed 43/60 students fulfilled this outcome on the beginning paper. 71% 51/57 students fulfilled this outcome on the ending paper. 89% <u>Yearly Campus Summary</u> Number of Students Assessed Shelby (4 sections): 40/45 (88%) Jefferson (1 section): 11/12 (91%)	In our initial setup for ENG 099 partnered with ENG 101, we have chosen to assess objectives similar to the corequisite ENG 101 course. Moving forward, our goal is to assess a larger number of courses to gather a more comprehensive baseline for assessing the rate at which students are able to achieve SLO 2.

	<p>paragraph that reaffirms main points, but is not too redundant and ties the paper together with a thought provoking ending.</p> <p>Rubric attached to ENG 101 course.</p>			
<p>SLO 3: Use critical thinking skills to locate, assess, and correctly integrate primary and secondary sources into an essay.</p>	<p>Evaluation 3: Essay with an ability to contextualize a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.</p> <p>Rubric attached to ENG 101 course.</p>	<p>Eval 3: 70% of students' essays meet a Satisfactory evaluation on the rubric</p>	<p><u>Fall 2019-Summer 2020:</u> Number of Students Assessed 44 and 56 / 5 classes assessed</p> <p>41/44 students fulfilled this outcome on the beginning paper. 93%</p> <p>51/56 students fulfilled this outcome on the ending paper. 91%</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed Shelby (4 sections) : 40/44 (90%) Jefferson (1 section) : 11/12 (91%)</p>	<p>As we continue to develop this course, to further aid our department in improving student success, the college offered large-group workshops for sharing ideas, overcoming challenges, and enhancing instruction. Moving forward, our goal is to assess a larger number of courses to gather a more comprehensive baseline for assessing the rate at which students are able to achieve SLO 3.</p>
<p>Plan submission date: August 29, 2020</p>			<p>Submitted by: Communications Department</p>	

SLO 1, 2, and 3 Rubric:

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellent thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

SLO 3:

English faculty and math faculty will meet together at the Shelby-Hoover Campus on Monday, August 12, to reflect on our 099 pilot year. We will meet from 9:00am – 11:00am in HSB 129 (multipurpose room) to discuss the following topics. All full-time English faculty and full-time math faculty are expected to attend. Adjuncts are invited.

- 1: How did you use 099 meetings to help students succeed in the credit course?
- 2: What worked well? What did not work well?
- 3: Why did you try what you tried?
- 4: What activities do you have planned for fall 19?
- 5: Have you researched best practices for corequisite instruction? What have you learned?
- 6: How can we improve 099 instruction?
- 7: Beyond the student learning outcomes inherited from the credit courses, is there a discipline-independent student learning outcome that we can assess in all corequisite courses?

Please distribute this message to faculty in your area.

Alan Davis

Jefferson State Community College

Associate Dean of Developmental Education and Distance Education



Program: Communications – ENG 101

Assessment period: 2019-20

Program or Department Mission:

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan

Course Student Learning Outcomes

1. Communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.
2. Communicate details of a subject by writing an essay with a unified and clear organization for a rhetorically based composition.
3. Locate, critically assess, and correctly integrate primary and secondary sources into a rhetorically based composition.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.	Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper administered both at the beginning and the end of the course.	70% of students’ essays meet a satisfactory level on the rubric , and there is at least a 5% positive student achievement change from beginning to end paper assessed.	Fall 2019-Summer 2020: 81% of students wrote a satisfactory level or above thesis for the <i>beginning paper</i>. 92% of students wrote a satisfactory level or above thesis for the <i>ending</i>	Observations/Changes: To continue to support students both on-campus and online, the department will make the drafting process with revision more prominent, and will use the JSCC Library Writing Center to support students outside the classroom for a connection to both information on writing and tutors that will supplement the instructor’s primary interaction.

			<p><i>paper.</i></p> <p>Number of Students Assessed : 948 students assessed for a beginning paper and 905 students assessed for an ending paper / 48 sections.</p> <p>Annual Summary Shelby: 288/363 (79%) beginning paper 305/341 (89%) ending paper</p> <p>Jefferson: 37/79 (46%) beginning paper 60/70 (85%) ending paper</p> <p>Clanton: 160/174 (92%) beginning paper 154/162 (95%) ending paper</p> <p>Pell City: 51/67 (76%) beginning paper 60/67 (89%) ending paper</p> <p>DE Off Campus: 228/265 (86%) beginning paper 250/265 (94%) ending paper</p>	<p>For next year’s assessment, instructors will use one additional drafting step in the revision process. Also, for next year’s assessment, the department will separately assess corequisite paired classes (ENG 099 plus ENG 101). The new disaggregation will allow the department to see if the growth rate is similar to standalone courses (ENG 101).</p>
<p>SLO 2: Communicate details of a subject by writing an essay with a unified and clear organization for a rhetorically based composition.</p>	<p>Essay include an introductory paragraph that the thesis sentence, body paragraphs that show coherence of ideas and a</p>	<p>70% of students’ essays meet a satisfactory level on the rubric, and there is at least a 5% positive student achievement change from beginning to end paper assessed.</p>	<p>Fall 2019-Summer 2020:</p> <p>78% of students wrote a satisfactory level or above unified and clearly organized body in the beginning essay.</p>	<p>Observations/Changes: The drafting process with revision will be more prominently used as seen in wording in example syllabuses for this SLO as students seek to understand how to engage with their first drafts and increase the cohesiveness of their</p>

	<p>concluding paragraph that reaffirms main points and ties the paper together. The assessment was administered at both the beginning and end of the semester.</p>		<p>90% of students wrote a satisfactory level or above unified and clearly organized body in the ending essay.</p> <p>Number of Students Assessed : 948 students assessed for a beginning paper and 905 students assessed for an ending paper / 48 sections</p> <p>Annual Summary Shelby: 292/363 (80%) beginning paper 314/341 (92%) ending paper</p> <p>Jefferson: 26/79 (33%) beginning paper 61/70 (87%) ending paper</p> <p>Clanton: 156/174 (90%) beginning paper 146/162 (90%) ending paper</p> <p>Pell City: 45/67 (67%) beginning paper 55/67 (82%) ending paper</p> <p>DE Off Campus: 225/265 (85%) beginning paper 243/265 (92%) ending paper</p>	<p>organization and detail throughout a paper. Instructors will use the JSCC Library Writing Center to support students outside the classroom for a connection to both information on writing and tutors that will supplement the instructor's primary interaction. Some faculty will use additional resources provided from the English department's UWRITE Conference committee's conference guide in the web resources link, namely UNC's Tips & Tools site describing methods for paragraph developing and revising and reorganizing drafts. For next year's assessment, instructors will use one additional method for their drafting processes as shown in a further syllabus example. Also, for next year's assessment, the department will separately assess corequisite paired classes (ENG 099 plus ENG 101). The new disaggregation will allow the department to see if the growth rate is similar to standalone courses (ENG 101).</p>
<p>SLO 3: Locate, critically assess, and correctly integrate primary and</p>	<p>Essay with an ability to analyze a work or idea that involves</p>	<p>70% of students' essays meet a satisfactory level on the rubric for at least</p>	<p>Fall 2019-Summer 2020: 86% of students achieved a</p>	<p>Observations/Changes: Efforts will be made to standardize instruction in citation work in multiple assignments.</p>

<p>secondary sources into a rhetorically based composition.</p>	<p>research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards.</p>	<p>one composition using primary and secondary sources.</p>	<p>satisfactory level or in locating, assessing, and integrating sources in one composition essay.</p> <p>Number of Students Assessed : 905 students assessed for one paper with primary and secondary sources / 48 sections</p> <p>Annual Summary Shelby: 306/341 (90%)</p> <p>Jefferson: 47/70 (67%)</p> <p>Clanton: 132/162 (81%)</p> <p>Pell City: 55/67 (82%)</p> <p>DE Off Campus: 242/265 (91%)</p>	<p>For next year, instructors will give students at least two or more assignments that deal with finding, integrating and citing sources. Also, for next year's assessment, the department will separately assess corequisite paired classes (ENG 099 plus ENG 101). The new disaggregation will allow the department to see if the growth rate is similar to standalone courses (ENG 101).</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

SLO 1: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellent thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors, exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

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SLO 1: Writing Center

Jefferson State Community College

Writing Center

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Home

- Introduction
- Reading & Writing Skills Instruction
- Common Formatting & Citations
- Evaluating Sources
- Information & Media Literacy
- Plagiarism
- The Research Process
- Understanding Academic Writing

Staff Use Only

- Staff Login

Introduction

Use the interactive options to get assistance from a JSCC Writing Tutor:

- Access online chat feature to chat with a writing tutor and upload your writing
- The chat feature will pop up on the bottom right!
- Upload a writing assignment for review
- Submit Your Work to A Writing Tutor
Follow this link to the interactive form for uploading your writing assignment and paper.

Writing Tutoring Schedule for Current Semester

- Monday: 8:00 am to 3:00 pm; 6:00 pm to 7:00pm
- Tuesday: 8:00 am to 1:00
- Wednesday: 8:00 am to 3:00 pm; 6:00 pm to 7:00 pm
- Thursday: 8:00 am to 12:00 pm

Reading & Writing Skills Instruction

SLO 1: Additional Drafting Step

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Example of Proposed Addition of Drafting Processes in Assignment Sheets and Syllabuses (this page plus two below)

English 101 – Assignment Sheet and Essay Intent Plan: Argument or Rebuttal Argument Essay

Assignment: The student will choose one issue/idea in society to create an argumentative essay on. The topic and choice of straight argument or rebuttal argument will be up to the student, but some sample ideas will be listed below. *Note, students may not argue the following topics: abortion or marijuana usage. Statistically speaking, papers on these two topics become grounds for moralizing – you are welcome to feel any way you want on those issues, the instructor would rather you branch out to look for other ideas.*

Sample Argument Topics (any of these could be straight argument or rebuttal argument):

- Political Candidate Party Support
- Weight Control in America Plan
- Healthcare Policy Adoption
- Education Policy Adoption
- Vaccination Mandates
- Any number of subjects that affect you on a more personal, community, or state-wide basis
- *Student Choice – Please get approval from instructor on the Essay Intent Plan

Assignment Logistics:

- MLA format for essay, length as specified by purpose and complete development of ideas (suggested 3-5 pages)
- At LEAST three sources used within the essay and documented on a Works Cited page at the end of the essay; sources must come from the JSCC library database
- Essay Intent and Revision Plan due with Essay Draft for Formative Assessment submission
- Revised and perfected Final Draft of Essay due for Final Assessment submission

Assignment Steps:

- Choose issue that you are most interested in and that you have some knowledge of; if it is a larger general issue (like ones noted above) make sure to create a more focused and specific topic to research
- Decide if you will present a straight argument or if you will look at multiple points of view with a rebuttal argument
- Fill out the Essay Intent Table (top part of plan below) to plan for purpose, audience, and structure
- Brainstorm, outline, plan essay ideas
- Research your information to pull support from primary and secondary sources
- Write a draft of your essay
- Fill in the Revision Plan two questions on Essay Intent and Revision Plan
- Submit draft of Essay and Essay Intent/Revision Plan for Formative Assessment
- Participate in review/editing procedures
- Revise, edit, perfect draft with self/instructor/peer review
- Submit final draft of Essay only for Final Essay Submission

Essay Intent and Revision Plan (This filled out sheet must accompany your Formative Draft submission):

Name: _____ Essay Choice/Description: _____

Element of Intent	Plan of Action
Purpose/Messgae: What do I want my audience to get from this?	
Audience/Reception: Who is the writing directed at and what should they do with the information?	
Voice: What is my role in this communication?	
Attitude: What is my feeling on the subject I am talking about?	
Tone/Format: What format, style, and rhetorical elements will I use in my writing?	

Revision Plan:

- Self-check reminders or notes:
- Questions for Instructor or Peer Evaluator/Reviewer

Feedback from Reviewer:

SLO 2: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellentlly thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundand and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

SLO 2: Example Syllabus

Examples of Proposed Importance Placed on Drafting (continued on next page)

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<p style="text-align: center;">Jefferson State Community College English 101 – Composition I Course Information and Syllabus Fall 2020 CRN: 11845, 11833, 11843</p>	<p>Course Description: This course provides instruction and practice in the writing of at least four extended compositions and the development of rhetorical strategies, analytical and critical reading skills, and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage and information literacy.</p> <p>Credit Hours: 3</p>
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Course Objectives: By the end of the course, students will be able to

- Comprehend and analyze assigned readings, primarily nonfiction;
- respond to assigned readings by writing well-supported, focused, and coherent essays;
- demonstrate the various stages of the writing process from development of subject through revision of the essay;
- apply basic reference and documentation skills with emphasis on ethical use of sources; and
- demonstrate, in writing, analytical and critical reading skills.

Required Materials:

- They Say, I Say: Moves that Matter in Academic Writing* by Graff and Birkenstein
- A Writer's Handbook* by A.H. Kitchens (a JSCC resource available from library website as pdf)
- Reliable means of accessing a computer with a word processor, adequate storage, and a connection to the internet. Possibly access to a scanner app to scan and send marked up drafts.
- Additional course materials are available on Blackboard and Jeff State's library website. Printing physical copies of these resources, as well as the syllabus, lecture outlines, outlining worksheets, peer review sheets, draft worksheets, and other materials will, at times, be necessary and should be considered as part of the required materials cost for this course.

Attendance: Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. **Student absences in all courses (traditional, hybrid, online, etc.) are calculated from the first official day of class.** Attendance in Internet and/or Hybrid courses is based on documentable participation in class activities, such as interacting with the instructor and with enrolled students, participating in online discussion forums, attending virtual office hours, and/or submitting course assignments.

Withdrawal: If, for any reason, you can no longer take the class, you must officially withdraw from the course. Do not simply stop showing up for class! If a student has excessive absence or is jeopardizing failing the course, she/he is encouraged to consult with the instructor. **Instructors will not withdraw students for any reason.** If a student does not officially withdraw from a course, the class grade would result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance. Students withdrawing from a course after the withdrawal date has passed will receive a WF (withdraw passing) or a WF- (withdraw failing) in the course.

Evaluation and Assessment:

- Each student must write at least four extended compositions or equivalent assignments.
- Grading must be based on at least 80% of grades earned on compositions.
- Grades will be given based upon A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, and F = below 60%.
- A grade of C or better must be required for passing or for transfer of credit.

Evaluation Standards:

The student will apply the stages of the writing process to each writing assignment (prewriting, drafting, revising, and editing).
The student will write a unified, specific, restricted thesis that indicates the pattern of organization and demonstrates critical analysis of a primary source or sources.
The student will create unified body paragraphs that have a topic sentence, a good balance of discussion and evidence, and clearly prove an aspect of the thesis.
The student will write effective introductory and concluding paragraphs.
The student will demonstrate close readings of assigned and researched texts.
The student will use library and Internet resources effectively and correctly use and document primary and secondary sources.
The student will write clear sentences in Standard English with a minimum of major errors (spelling, fragments, run-ons, comma splices, subject/verb agreement, pronoun case, reference or agreement, and verb errors in tense or form).

Assignment Types:

Contingually: You will compose four full length essay writing projects for this course. Each essay will have an assignment sheet and a rubric provided, which will give you instructions and inform your objectives. Essays will have a minimum length requirement listed on the assignment sheet. Process work will be conducted on all of your writing. Each essay will be submitted in draft form, submitted again after an editing activity, and submitted for grading as a final copy to demonstrate the full writing process. Because writing is a process, you must show significant revision in your work. Each essay will have no less than three pieces of process work showing all stages of the writing process: invention, the initial draft, and the revision. Furthermore, all essays must be written in proper MLA format, be typed in 12 point Times New Roman font, be double spaced, have one-inch margins on all sides, meet the assigned length requirements, have proper four line heading and pagination, be submitted in the specified manner, and have proper documentation with an alphabetical and correctly put together works cited page. **Any essay that does not meet these specifications will be returned ungraded.**



SLO 2: Writing Center

Jefferson State
Community College

Writing Center

[JSCC Libraries](#) | [Blackboard](#) | [OneACCS](#) | [MyJSCC](#)

Home

- Introduction
- Reading & Writing Skills Instruction

Common Formatting & Citations

Evaluating Sources

Information & Media Literacy

Plagiarism

The Research Process

Understanding Academic Writing

Staff Use Only

- Staff Login

Introduction

Use the interactive options to get assistance from a JSCC Writing Tutor:

- Access online chat feature to chat with a writing tutor and upload your writing
- The chat feature will pop up on the bottom right!
- Upload a writing assignment for review

- Submit Your Work to A Writing Tutor

Follow this link to the interactive form for uploading your writing assignment and paper.

Writing Tutoring Schedule for Current Semester

- Monday: 8:00 am to 3:00 pm; 6:00 pm to 7:00pm
- Tuesday: 8:00 am to 1:00
- Wednesday: 8:00 am to 3:00 pm; 6:00 pm to 7:00 pm
- Thursday: 8:00 am to 12:00 pm

[Reading & Writing Skills Instruction](#)

SLO 2: UNC Tips and Tools

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL Accessibility | Events | Libraries | Maps | Departments | ConnectCarolina | UN

THE WRITING CENTER • University of North Carolina at Chapel Hill

APPOINTMENTS SUBMIT A DRAFT **TIPS & TOOLS** BLOG ENGLISH LANGUAGE ▾ FACULTY AND GRADS ▾ ABOUT ▾ DONATE Q

Tips & Tools



Writing the Paper

- > [Argument](#)
- > [Audience](#)
- > [Brainstorming](#)
- > [College Writing](#)
- > [Color Coding Video](#) 
- > [Conclusions](#)
- > [Drawing Relationships Video](#) 
- > [Evaluating Print Sources](#)
- > [Evidence](#)
- > [Fallacies](#)



Citation, Style, and Sentence Level Concerns

- > [Articles](#)
- > [Citation Resources](#)
- > [Clichés](#) 
- > [Commas](#)
- > [Conciseness](#)
- > [Conciseness Video](#) 
- > [Conditionals](#)



Specific Writing Assignments or Contexts

- > [Abstracts](#)
- > [Academic Cover Letters](#)
- > [Annotated Bibliographies](#)
- > [Application Essays](#)
- > [Blogs](#)
- > [Book Reviews](#)
- > [Comparing/Contrasting](#)



Writing for Specific Fields

- > [Anthropology](#)
- > [Art History](#)
- > [Business](#)
- > [Communication Studies](#)
- > [Drama](#)
- > [History](#)
- > [Literature \(Fiction\)](#)
- > [Music](#)
- > [Philosophy](#)

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SLO 2: Example Syllabus

Example of Proposed Additional Drafting Steps from another Syllabus

ENG 101
COURSE INFORMATION AND SYLLABUS
COMMUNICATIONS DIVISION
JSCC

Fall 2020 / Online

Contact Information:

Office Hours:
—If you need help, I am here for you.
I usually work the virtual environment, so I am able to meet you at times that are often very convenient for your schedule. Please contact me if you need help in this course. I'd be glad to set up an individual session with you on Blackboard Collaborate Ultra.

COURSE OVERVIEW

ENG 101 provides instruction and practice in the writing of at least four (4) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. You will also receive instruction and practice in library usage.

REQUIRED TEXTS

All material will be made available to you in the Blackboard shell. No textbook needed.

COURSE MATERIALS

You will need the following:

- A reliable word processor (Microsoft Word preferred as Google Docs and Apple's Pages do not convert in Blackboard. All JSCC students have access to Word. Please check out the Course Work section of the course and the "How To" folder to inquire how to access and use Word—a guide will be posted by Monday, August 24th).
- Computer access and reliable internet connection to view course materials and videos

GENERAL COURSE COMPETENCIES

By the end of this course, you should have (in the instructor's judgement), a reasonable mastery of the following competencies:

- A. The ability to comprehend assigned readings, primarily nonfiction
- B. The ability to analyze assigned readings in class discussion
- C. The ability to respond to assigned readings by writing effective essays
- D. The ability to use primary and secondary sources effectively and accurately
- E. The ability to use library/electronic resources.

ATTENDANCE

Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online, etc.) are calculated from the first official day of class. Attendance in Internet and/or Hybrid courses is based on documentable participation in class activities, such as interacting with the instructor and with enrolled students, attending required on-campus meetings and/or submitting course assignments. If a student has excessive absences and is in jeopardy of failing the course, she/he is

at is aware of a conflicting date, submitting the assignment early may be allowed depending on the assignment, but assignments should be made ahead of time. In other words, all work is due by the submission dates online.

because of the nature of a writing course, you should be working on your essays as early as possible. There is time built into the class for you to do so. Because of this, I do not allow late work unless presented with a documented excuse. I do give a grace period of six hours for submissions on Blackboard in case that you do run into any technical issues, but after those two hours it becomes late and will not be accepted. So, if it is due by 11:59 pm, which all essays will be, then the grace period extends to 6:00 am the next morning to get it in without a penalty. If you turn it in past that time, the essay will lose a letter grade each day it is late. I'll score the essay with the original grade it would have made, and then take off from the points you earned.

COURSE REQUIREMENTS

Major Assignments:

- Essay 1: Writing Narrative (50 points)
- Essay 2: Your Choice (100 points)
- Essay 3: Your Choice (100 points)
- Essay 4: Reflection (50 points)
- Final Exam (50 points)

Low-Stake Assignments:

- Quiz 1: Syllabus Quiz (20 points)
- Expectations Survey (10 points)
- Quiz 2: How to be an efficient student (10 points)
- Quiz 3: Writing, Revision, and MLA Basics (20 points)
- Essay Plans for Essays 2 and 3 (10 points each—20 points overall)
- Formative Drafts for Assignment 2 and 3 (10 points each—20 points overall)
- Self-Reviews for Assignment 2 and 3 (10 points each—20 points overall)

Additional Points:

There may be additional points earned through bonus opportunities. Those will be discussed at a later date or when they arise.

Total points that can be earned: 470*

*can be changed with written acknowledgment by instructor.

Overall grade will be determined by dividing the total points earned by the total points available.

Grades are true grades in my class: 90-100=A, 80-89.99=B, 70-79.99=C, 60-69.99=D, Below 60=F

***You must make a C or above in this class to pass into ENG 102.**

EVALUATION

For each essay, you will be given a checklist that acts as a source of timely feedback for the assignment alongside a holistic rubric that details what an A, B, C, D, F achieves. This checklist (alongside some personalized feedback) will help you determine what you need to work on throughout the class in terms of your writing ability.

For essays 2 and 3, you will have the opportunity to turn in a formative draft of your assignment. I will use a highlighting method, which will be detailed once we get to the first formative draft, to give you some class as to what you can revise. This method will allow me to be quick in giving you direction while also pointing out what you are doing well and what needs work. This also means that for the summative essay (or the finished essay), you will only receive the checklist and the holistic rubric as grading material.

SLO 3: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellent thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

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SLO 3: Additional Citation Assignments

More Examples of Multiple Assignments with Source Use in the Same Semester (continued on next p

ENG 101 Class Calendar with Responsibilities and Due Dates

Link on left side of SE	Session Folder	Responsibility / Due Dates (all by 11:59pm)
START HERE link	Main link (no folder) – use throughout all Content Sessions during the semester	Read syllabus, ready Essay Choice List, complete Attendance Verification and Individual Class Plan Survey, find class textbook (print the PDF version if desired) that we will use throughout the semester as the foundational textbook. Class verification and plan survey due BY JANUARY 13, 2021
Content link	Session One Folder – January 6-15	2 articles, 2 quizzes, 2 foundational PPT lectures with accompanying video lectures. Complete all reading/lectures and quizzes by January 15, 2021
Content link	Session Two Folder – January 11-31	Lectures and resources on the first essay choice each student will be writing. Visit the folder of the essay you are listed to write for the first essay (names will be available on folder as soon as students fill out the beginning survey). Rough draft and final draft of essay one due. Rough draft due by January 26, 2021 Final draft (revision from my notes from rough draft) due January 31, 2021
Content link	Session Three Folder – February 1-7	3 PPT lectures, 1 Library Orientation Exercise, 1 article, 1 quiz all in preparation for using sources in writing. Complete all reading/lectures and quiz by February 7, 2021
Content link	Session Four Folder – February 8-March 5	Lectures and resources on the second essay choice each student will be writing. Visit the folder of the essay you are listed to write for the second essay using sources (names will be available on folder as soon as students fill out the beginning survey). Rough draft and final draft of essay two due. Rough draft due by February 26, 2021 Final draft (revision from my notes from rough draft) due March 5, 2021
Content link	Session Five Folder – March 6-29	Lectures and resources on the third essay choice each student will be writing. Visit the folder of the essay you are listed to write for the third essay (names will be available on folder as soon as students fill out the beginning survey). Rough draft and final draft of essay three due. Rough draft due by March 17, 2021 Final draft (revision from my notes from rough draft) due March 29, 2021
Content link	Session Six Folder – (March) 30-April 25	Lectures and resources on the final essay choice each student will be writing. Visit the folder of the essay you are listed to write for the fourth essay using sources (names will be available on folder as soon as students fill out the beginning survey). Rough draft and final draft of essay four due. Rough draft due by April 17, 2021 Final draft (revision from my notes from rough draft) due April 25, 2021
Content link	Final Exam Folder – April 26-May 5	Study guide video released on April 26, complete multiple choice and matching exam by due date. Final exam due by May 5, 2021 (test available from April 26-May 5)
English 101 – Check Announcements Here link	Main link (no folder) – check announcements	I will send reminders, notices of any live sessions, notice of the museum launch, and anything else I need to communicate to the whole class here.
Student Gradebook link	Main link (no folder) – use this to check your grades and feedback on your rough drafts	When I grade an assignment, the feedback goes to this area. You can open this link and find the assignment and see my feedback and the rough draft comments. Go to this area to see my feedback on rough drafts before you revise and complete your final drafts for submission.
Virtual Office or Classroom Space link	Main link (no folder) – use this if you need to meet with me via webcam, or I will use to record live help sessions	You can contact me via email or tag and we can set up live appointments. Also, if I see that students are having trouble with concepts, I will set up live lectures to go over topics. If you cannot make a live session, I will record the session and you can watch it at your convenience.
Bonus – Through Email	All bonus due through email (skitchens@jeffersonstate.edu) by April 30 at 11:59pm – No exceptions after this date	

Prep to use sources

First essay using sources

Second assignment using sources



Program: Communications – ENG 102

Assessment period: 2019-20

Program or Department Mission:

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan

Course Student Learning Outcomes

1. Communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.
2. Communicate details of a subject by writing an essay with a unified and clear organization for a literary based analysis composition.
3. Locate, critically assess, and correctly integrate primary and secondary sources into a literary based analysis composition.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.	Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper. The assessment was administered at both	70% of students’ essays meet a satisfactory level on the rubric , and there is at least a 5% positive student achievement change from beginning to end paper assessed.	Fall 2019-Summer 2020: 82% of students wrote a satisfactory level or above thesis for the beginning paper. 90% of students wrote a satisfactory level or above thesis for the ending	Observations/Changes: The department recognizes that at this next level composition class that leads to the literature classes, students should be performing this SLO consistently at a higher success rate and will look to raise success rates. For next year, the department will look at raising the criteria for success to 80% and at least a 5% positive student

	the beginning and end of the semester.		<p>paper.</p> <p>Number of Students Assessed : 410 students assessed for a beginning paper and 369 students assessed for an ending paper / 17 sections</p> <p>Annual Summary Shelby: 163/197 (82%) beginning paper 163/181 (90%) ending paper</p> <p>Jefferson: 32/34 (94%) beginning paper 18/24 (75%) ending paper</p> <p>Clanton: 57/71 (80%) beginning paper 53/56 (95%) ending paper</p> <p>Pell City: 32/42 (76%) beginning paper 36/42 (86%) ending paper</p> <p>DE Off Campus: 53/66 (80%) beginning paper 63/66 (95%) ending paper</p>	<p>achievement change from beginning to ending paper. To aid students struggling with comparative literary writing, instructors will add one of the following new activities: specific thesis peer review workshops, freewriting or journaling for thesis foundations, formal outline development, or teacher revision workshops.</p>
SLO 2: Communicate details of a subject by writing an essay with a unified and clear organization for a literary based analysis composition.	Essay includes an introductory paragraph that contains a thesis sentence, body paragraphs that show coherence of	70% of students' essays meet a satisfactory level on the rubric , and there is at least a 5% positive student achievement change from beginning to end paper assessed	Fall 2019-Summer 2020: 80% of students wrote a satisfactory level or above unified and clearly organized body in the beginning essay.	Observations/Changes: The department recognizes that at this next level composition class that leads to the literature classes, students should be performing this SLO consistently at a higher success rate and will look to raise success rates. For

	<p>ideas and a concluding paragraph that reaffirms main points and ties the paper together. The assessment was administered at both the beginning and end of the semester.</p>		<p>88% of students wrote a satisfactory level or above unified and clearly organized body in the ending essay.</p> <p>Number of Students Assessed : 410 students assessed for a beginning paper and 369 students assessed for an ending paper / 17 sections</p> <p>Annual Summary Shelby: 151/197 (77%) beginning paper 161/181 (89%) ending paper</p> <p>Jefferson: 24/34 (71%) beginning paper 16/24 (67%) ending paper</p> <p>Clanton: 64/71 (90%) beginning paper 49/56 (88%) ending paper</p> <p>Pell City: 31/42 (74%) beginning paper 36/42 (86%) ending paper</p> <p>DE Off Campus: 56/66 (85%) beginning paper 63/66 (95%) ending paper</p>	<p>next year, the department will look at raising the criteria for success to 80% and at least a 5% positive student achievement change from beginning to ending paper. To aid students in more rigorous literary comparative and analytical writing, instructors will add one of the following changes/activities to the semester drafting process: using more rigorous or comparative assignments throughout the semester instead of just the final one, using example essays focusing on literary analysis development, formal and full outline development, or instructor workshops.</p>
<p>SLO 3: Locate, critically assess, and correctly integrate primary and</p>	<p>Essay with an ability to analyze a work or idea that involves</p>	<p>70% of students' essays meet a satisfactory level on the rubric for at least</p>	<p>Fall 2019-Summer 2020:</p>	<p>Observations/Changes: The department recognizes that at this next level composition class that leads</p>

<p>secondary sources into a literary based analysis composition.</p>	<p>research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards</p>	<p>one composition using primary and secondary sources.</p>	<p>86% of students achieved a satisfactory level or above in locating, assessing, and integrating primary and secondary sources in one composition essay.</p> <p>Number of Students Assessed: 369 students assessed for one paper with primary and secondary sources / 17 sections</p> <p>Annual Summary Shelby: 155/181 (86%) Jefferson: 20/24 (83%) Clanton: 45/56 (80%) Pell City: 36/42 (86%) DE Off Campus: 61/66 (92%)</p>	<p>to the literature classes, students should be performing this SLO consistently at a higher success rate and will look to raise success rates. For next year, the department will raise the criteria for success to 80% and at least a 5% positive student achievement change from beginning to ending paper. The department will also look at more consistently assessing two assignments that require both primary and secondary sources. Instructors will add one additional activity or scaffolding assignment exemplified below to aid in finding, assessing, integrating and citing primary and secondary sources for literary analysis: using the JSCC Library tutorials for literary critical articles, using an annotated bibliography as a scaffolding assignment, using a new method of evaluating sources, using integration worksheets/exercises or examples for practice, in-class journaling, or discussion postings or in-class talks presenting primary/secondary source connections.</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

SLO 1: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellent thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

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SLO 1: Journaling for Thesis and Writing Development

Example of Proposed ENG 102 Journaling for Thesis and Writing Development (continued on next two pages)

Guided Reading: Sweeney Todd

Overview: This handout is meant to help you take notes and make connections as you read *Sweeney Todd*. Carefully review each of the below topics. Then, as you discover evidence for each topic while reading *Sweeney Todd*, identify specific quotes (and the location for each quote) within the text. The below ideas may prove fruitful for a paper, and being aware of these tracks as you read can help you amass evidence.

- Cannibalism, of course, is a very physical act within *Sweeney Todd*. However, cannibalism also carries a lot of symbolism in the play. Create notes for this topic below.
 - Here is a general example of what I mean by making notes and connections. (Keep in mind that I am not formatting my citation correctly since these are just notes.) If I was to turn this into a paper topic, I could then use this evidence in my paper to make a point. Todd: The history of the world, my love— — — is those below serving those up above. (Act 1, page # or Act 1, location 703 & 707 in digital version). This is an example of symbolic cannibalism where the higher classes exploit and symbolically cannibalize the lower classes.
- The Ouroboros is depicted as a snake eating its own tail. What it tends to represent symbolically is something bringing about its own destruction, something "devouring" itself! This symbol also shows that this process happens eternally or cyclically. How is this concept applied to moments in *Sweeney Todd*?
- In *The Hero with a Thousand Faces*, Joseph Campbell presents the idea of the "hero's journey," which is a narrative structure that depicts the path that the hero takes in most works. For more information on the hero's journey, please see the following handout: [The Hero's Journey](#). How would the hero's journey apply to *Sweeney Todd*? Are there moments throughout the play where characters participate in this journey? Yes, are there moments where characters follow a corrupted version of the hero's journey?
- The depiction of women in *Sweeney Todd* is fascinating. How are women depicted in the play? Look for moments where women are treated as lesser than, and look for moments where women defy this negative treatment.
- Love is a form of commerce in this play. For every action of love, there is an expectation in one form or another, which gives rise to a resistance towards a traditional ideal of love. Where do we see this idea throughout the play?
- There are many symbolic forms of blindness in the play. Explore the concept of blindness within *Sweeney Todd*.
- How does the background information on the play from last week connect to the actual play we are reading?
- What else stands out to you in this play?

Guided Reading: Part 1 of Coraline

Overview: This handout is meant to help you take notes and make connections as you read the first five chapters of *Coraline*. Carefully review each of the below topics. Then, as you discover evidence for each topic while reading *Coraline*, identify specific quotes (and the location for each quote) within the text. The below ideas may prove fruitful for a paper, and being aware of these tracks as you read can help you amass evidence. Please keep in mind that [Lain](#) not taking up this handout for a grade. Rather, it is intended to help you begin analyzing the novel.

- In *The Hero with a Thousand Faces*, Joseph Campbell presents the idea of the "hero's journey," which is a narrative structure that depicts the path that the hero takes in most works. For more information on the hero's journey, please see the following handout: [The Hero's Journey](#). How would the hero's journey apply to *Coraline*? Why is it important to recognize this concept in the novel?
- Throughout *Coraline*, Neil Gaiman plays with the notion of gender. How does Gaiman specifically call into question the traditional roles of gender in the novel's first five chapters?
- The other mother is the quintessential monster within *Coraline*. Monsters are interesting as a topic because they always signify something other than themselves. Jeffrey Jerome Cohen, an expert in monster theory, states that the term "monster" means "that which warns" (Cohen 4). What does the other mother warn the reader of? What does she represent in the novel thus far?
- It is easy to read the cat as a mentor within *Coraline's* journey, but he resists that categorization as well. Thus far, what is the role of the cat within Gaiman's novel?
- Food is a focal point in *Coraline* and takes on a symbolic nature. How are specific characters tied to food? How is food representative of parenting? Take notes about when food appears in the novel, and begin to analyze what these instances mean within *Coraline*.
- Setting is important to this novel, and the interior (inside the house) and exterior (outside the house) spaces—alongside their mirror images in the "other" world—are important to the psychological lens of the novel. *Coraline* is encouraged to explore these spaces. She is an inquisitive and intellectually curious child, and it is through her boredom and the need to explore that *Coraline* navigates the world, and in effect, what the spaces might mean. How is setting important in the novel thus far? How do the interior and exterior spaces represent *Coraline's* mind/psyche?
- At the heart of *Coraline* is a focus on parenthood. How are the parents—real and other—described in the novel? How do *Coraline's* experiences with her real and other parents help and/or hinder her growth as an individual?
- What else stands out to you in this novel thus far?

SLO 1: Formal Outline Development

Post Reading Discussion Groups – Fiddler on the Roof – ENG 102

1. Each table group will receive 3 cards (one song, one character/set of characters, and one setting). Within the table, you will do the following for each and be prepared to discuss with the class afterwards.
2. Song:
 - a. Name the song you are working with
 - b. List who is singing the song
 - c. What are the implications of the song
 - d. List a few lines that illustrate the main message of the piece
3. Character:
 - a. Name the character
 - b. Give that character a few traits and list why he or she illustrates them
 - c. Discuss the change you see in a character or lack of a change
4. Setting:
 - a. Name the setting
 - b. What is the main action that goes on in this setting
 - c. What is the symbolism of this setting

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SLO 1: Teacher Revision Workshops

Jefferson State Community College

Schedule an Appointment With [redacted] English Courses: Student Conferences

- Students will sign up for a student writing workshop to meet with Ms. King.
- Choose the time slot and day best for your schedule.
- Students will meet with the instructor for up to 30 minutes.

NOTE: Please check your junk folders for email from alerts@mail.jbcal.com!

1. Select JSCC Staff/Location
Jamie King

2. Select Date:
Jul 2021
Su Mo Tu We Th Fr Sa
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

3. Select Time:
Tuesday, July 20, 2021
Time Zone: Central Time - US & Canada (change)
9:00am 9:35am 10:10am
1:00pm 1:35pm 2:10pm
2:45pm 3:20pm 3:55pm
Continue

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Report a bug | Support | Home
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English

SLO 2: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellent thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

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SLO 2: Comparative Assignments

ENG 102: Digital Curation Project*

Each student will be tasked with compiling a multimedia gallery for the topic chosen below. The goal of this assignment is to create a detailed understanding of your topic that allows you to think deeply about the significance of a theme as seen throughout the literature we have looked at this semester and on cultural events/media today and how these works influence American society. Through your research and creative output, my hope is that you will take on the roles of critics and authors and engage in the literature we have been studying and apply it to pop culture around and important to you.

Approach

- The Cultural Legacy Approach: You will discuss the legacy of a theme as evidenced in literature, popular media, and current events. You will create an expansive set up that traces the development of a theme of your choice within American culture today; this theme will be applied to Strenney Todd or Into the Woods and at least one of the following: a song (or poem of choice), a movie, and/or an event from current culture. You will have to define the qualities of your topic that creates its legacy and apply this standard to all the examples illustrated.
- I would suggest the following set up for your legacy:
 - Theme seen in play and its significance to culture
 - Theme seen in song and its significance to culture
 - Theme seen in movie and its significance to culture
 - Theme seen in current event, issue and its significance to culture

Each student can choose from one of these themes and one of the plays. If you come up with a different theme, you will need to get it approved by me.

Into the Woods	Strenney Todd
Themes: Wishes/Desires	Wishes/Desires
The Journey	The Journey
Surface level ideal	Surface level ideal
Family	Family
Leadership	Leadership
Community	Community
Class struggle	Class struggle
Love	Love
Deviance	Deviance
Other as approved by instructor	Other as approved by instructor

*Note that your look at this theme is also looking at the overall significance to American culture.

Important Dates

- November 14: Assignment of project and brainstorm theme and connection working with
- November 19 at 9:45AM: Annotated bibliography for project due
- Monday, November 20 – Peer/Instructor Class Evaluations *be able to either bring a laptop/ipad/ smartphone for project review
- Monday, December 6: Deadline to submit project at 9:45am

Comparative analysis

English 102 – Assignment Sheet and Essay Intent Plan: Short Story Analysis

Assignment: The student will write an analysis on one or two* of the class assigned poem readings. Looking at your poem(s), analyze the significance of two opposing forces found in the writing. Opposing forces can be love/hate, positive/negative, happy/sad, caring/disinterested, etc. You will identify these forces and then figure out why the dichotomy is important. That will be your thesis and what you prove through the essay. Use class discussion on writing about characters, themes, genres, or theory (notes found in *The Writer's Handbook* on Blackboard).

Sample Analysis Topics:

- Meeting Dorothy Dreams
 - Use of tone to convey positive/negative ideals
 - Heaven/Hell symbolism
 - Nostalgia
- Meeting One Flew... Rainbow
 - Consequences of actions
 - Strength or weakness of characters
 - Mental illness
- Blown Away/ Cobbler of Oz
 - Coming of Age
 - Hero's Journey
 - Humility

Assignment Logistics:

- Formal academic MLA format for essay, length as specified by complete development of ideas with an introduction paragraph, enough body paragraphs to convey the ideas, and a conclusion paragraph (suggested 3 full-5 pages)
- TWO primary sources must be used within the essay and documented on a Works Cited page at the end of the essay
- At least FIVE formal citations from the work must be used throughout the essay body paragraphs
- Essay Intent and Revision Plan due with Essay Rough Draft for Formative Assessment submission
- Revised and perfected Final Draft of Essay due for Final Assessment submission

Assignment Steps:

- Choose the type of analysis you wish to do based on your readings, thought processes, or interests
- Fill out the Essay Intent Outline (top part of plan below) to plan for structure of paper
- Brainstorm, outline, plan essay ideas
- Research your information to pull support from primary sources (short stories themselves)
- Write a draft of your essay
- Fill in the Revision Plan two questions on Essay Intent and Revision Plan
- Submit rough draft of Essay and Essay Intent/Revision Plan for Formative Assessment
- Participate in review/editing procedures
- Revise, edit, perfect draft with self/instructor/peer review
- Submit final draft of Essay only for Final Essay Submission

English 102 – Assignment Sheet and Essay Intent Plan: Poetry Analysis

Assignment: The student will write an analysis on one or two* of the class assigned poem readings. Looking at your poem(s), analyze the significance of two opposing forces found in the writing. Opposing forces can be love/hate, positive/negative, happy/sad, caring/disinterested, etc. You will identify these forces and then figure out why the dichotomy is important. That will be your thesis and what you prove through the essay. Use class discussion on writing about characters, themes, genres, or theory (notes found in *The Writer's Handbook* on Blackboard).

Assignment Logistics:

- Formal academic MLA format for essay, length as specified by complete development of ideas with an introduction paragraph, enough body paragraphs to convey the ideas, and a conclusion paragraph (suggested 3 full-5 pages)
- ONE primary source and AT LEAST ONE secondary source must be used within the essay and documented on a Works Cited page at the end of the essay *Secondary sources must be from the JSCC library
- At least FIVE formal citations from the primary work(s) and AT LEAST TWO formal citations from the secondary work(s) must be used throughout the essay body paragraphs
- Essay Intent and Revision Plan due with Essay Rough Draft for Formative Assessment submission
- Revised and perfected Final Draft of Essay due for Final Assessment submission

Assignment Steps:

- Read the poem(s) you might like to write on and heavily annotate them yourself – look at the annotations provided to you by your teacher as well
- Choose the type of dichotomy you wish to do based on your readings, thought processes, or interests
- Fill out the Essay Intent Outline (top part of plan below) to plan for structure of paper
- Brainstorm, outline, plan essay ideas
- Research your information to pull support from primary source(s) (poem(s) themselves)
- Research secondary articles from the JSCC library database
- Write a draft of your essay
- Fill in the Revision Plan two questions on Essay Intent and Revision Plan
- Submit rough draft of Essay and Essay Intent/Revision Plan for Formative Assessment
- Participate in review/editing procedures
- Revise, edit, perfect draft with self/instructor/peer review
- Submit final draft of Essay only for Final Essay Submission

SLO 2: Example Essays

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Example of Proposed Example Literary Writing Essays on A Writer's Handbook in JSCC Library

SLO 2: Instructor Workshops

ENG 102
ENG 102: English Composition II Syllabus
"We all have a hunger"—Florence - The Machine

Week 4: January 25-29	Poetry; Essay #1: Mimicking Poetry	<ol style="list-style-type: none"> Watch: "Week 4 Overview" (transcript available) Read: <ul style="list-style-type: none"> Essay #1: Mimicking Poetry assignment sheet (video explanation available) Topic Elements MLA Cite & Format in Text Citations (You only have to read the poetry portion for right now.) All of the given poems from the Essay #1 assignment sheet (These poems are linked about in the overview video). Complete by Friday, January 29th at 11:59pm: <ul style="list-style-type: none"> Quiz on Week 4: Materials & Proposal for Essay #1 Additional Resources: <ul style="list-style-type: none"> If you would like a tutor to review your work, you may elect to submit a draft to Jeff State's online Writing Center. Please keep in mind that the Writing Center has a minimum 1-day turn-around rate, so submit your draft well in advance. If you would like to meet with me to discuss your essay, you may sign up for a time via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #1 after Friday, February 5th.
Week 5: February 1-5	Drafting Essay 1	<ol style="list-style-type: none"> Review: <ul style="list-style-type: none"> Essay #1: Mimicking Poetry assignment sheet (video explanation available) Pay particular attention to the rubric/checklist located at the end of the assignment sheet. Complete: <ul style="list-style-type: none"> Begin/continue drafting Essay #1: Mimicking Poetry Self-evaluate your work with the rubric/checklist attached at the end of the Essay #1 assignment sheet. Additional Resources: <ul style="list-style-type: none"> If you would like a tutor to review your work, you may elect to submit a draft to Jeff State's online Writing Center. Please keep in mind that the Writing Center has a minimum 1-day turn-around rate, so submit your draft well in advance. If you would like to meet with me to discuss your essay, you may sign up for a time via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #1 after Friday, February 5th.
Week 6: March 8-12	Reviewing the Art of Essay Writing: Planning/Drafting Essay #2	<ol style="list-style-type: none"> Complete by Friday, March 5th at 11:59pm: <ul style="list-style-type: none"> Quiz on Week 5: Materials & Proposal for Essay #2 Watch: "Week 6 Overview" (transcript available) Review: <ul style="list-style-type: none"> Essay #2: Analysis assignment sheet (video explanation available) Read: <ul style="list-style-type: none"> UNC Writing Center Articles: <ul style="list-style-type: none"> "Introduction" "Thesis Statements" "Paragraphs" "Conclusions" "Research Guide" Complete by Friday, March 12th at 11:59pm: <ul style="list-style-type: none"> Quiz on Week 6: Materials Additional Resources: <ul style="list-style-type: none"> If you would like a tutor to review your work, you may elect to submit a draft to Jeff State's online Writing Center. Please keep in mind that the Writing Center has a minimum 1-day turn-around rate, so submit your draft well in advance. If you would like to meet with me to discuss your essay, you may sign up for a time via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #2 after Wednesday, March 17th.
Week 11: March 15-19	Drafting Essay #2	<ol style="list-style-type: none"> Watch: "Week 11 Overview" (transcript available) Review: <ul style="list-style-type: none"> Essay #2: Analysis assignment sheet (video explanation available) Additional Resources: <ul style="list-style-type: none"> Self-evaluate your work with the rubric/checklist attached at the end of the Essay #2 assignment sheet before submitting your essay. If you would like a tutor to review your work, you may elect to submit a draft to Jeff State's online Writing Center. Please keep in mind that the Writing Center has a minimum 1-day turn-around rate, so submit your draft well in advance. If you would like to meet with me to discuss your essay, you may sign up for a time via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #2 after Wednesday, March 17th. Complete by Friday, March 19th at 11:59pm: <ul style="list-style-type: none"> Essay #2: Analytical assignment sheet (video explanation available) Assignment rubric Quiz on Week 11: Materials
Week 14: April 5-8	Planning Essay #3	<ol style="list-style-type: none"> Watch: "Week 14 Overview" (transcript available) Review: <ul style="list-style-type: none"> Essay #3: The "Hungry" assignment sheet (video explanation available) Complete by Friday, April 8th at 11:59pm: <ul style="list-style-type: none"> Quiz on Week 14: Materials Additional Resources: <ul style="list-style-type: none"> If you would like a tutor to review your work, you may elect to submit a draft to Jeff State's online Writing Center. Please keep in mind that the Writing Center has a minimum 1-day turn-around rate, so submit your draft well in advance. If you would like to meet with me to discuss your essay, you may sign up for a time via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #3 after Wednesday, April 14th.
Week 15: April 12-16	Drafting Essay #3	<ol style="list-style-type: none"> Watch: "Week 15 Overview" (transcript available) Review: <ul style="list-style-type: none"> Essay #3: The "Hungry" assignment sheet (video explanation available) Additional Resources: <ul style="list-style-type: none"> Self-evaluate your work with the rubric/checklist attached at the end of the Essay #3 assignment sheet before submitting your essay. If you would like a tutor to review your work, you may elect to submit a draft to Jeff State's online Writing Center. Please keep in mind that the Writing Center has a minimum 1-day turn-around rate, so submit your draft well in advance. If you would like to meet with me to discuss your essay, you may sign up for a time via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #3 after Wednesday, April 14th.

SLO 3: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

	Thesis	Organization in Introduction, Body and Conclusion	Quotes/Source Usage
Very Good /Above Average (exceeds standards)	Excellent thought out thesis containing all the essential elements and presenting an insightful subject and argument; thesis accurately predicts structure of paper	Clear topic sentence, varied in approach to addressing subject with ties to the overall argument and transitions to unify paragraphs; well-developed argument that is fully supported and thoughtfully explained with examples and quotations as appropriate; insightful conclusion sentence that successfully closes topic. Coherence and unity between the setup of the argument in the introduction paragraph (that engages the reader, creates a bridge to main idea, and contains the thesis sentence), its fulfillment in the subsequent body paragraphs, and the concluding paragraph that reaffirms main points, but is not too redundant and ties up the paper with a thought-provoking ending. The essay will have very few minor grammatical notes or no errors at all.	Appropriately used material from both primary and secondary sources that fully supports the ideas noted. The material is introduced and cited flawlessly, and is explained into the context of the paragraph.
Good/Satisfactory (meets standards)	Thesis presents a subject and argument	Addresses subject with ties to the overall argument; developed argument that is supported and explained with examples; conclusion sentence used. Mostly coherent and unified between the setup of the argument and its fulfillment in subsequent paragraphs with a conclusion paragraph that reaffirms main points. The essay may have a few minor grammatical notes and an instance or two of a major error.	Material used from both primary and secondary sources that supports ideas noted. There is a beginning understanding with simple introductions used and most material is cited correctly, with simple integration into the context of the paragraph.
Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis missing or missing key elements	Missing or weak ties to overall argument and/or does not set up or conclude topic clearly; simple argument that leaves the reader without enough evidence to fully believe topics; argument not fully developed or supported; no conclusion sentence used. Flawed structure in order of importance or order not followed from thesis. The essay might have numerous minor grammatical notes and/or several instances of major errors; exceeds the limit of major errors	Material used has few ties to topics and/or is not incorporated in topic; inadequate use of sources, may be cited incorrectly or not cited.

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SLO 3: Library Tutorial for Literary Critical Articles

JSCC Libraries

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Research

- Research
- Glossary
- Information Literacy in Higher Education
- Information & Media Literacy
- Copyright & Fair Use
- Books & Ebooks
- Articles & Databases
- Videos
- Writing & Citing
- Evaluating Sources
- Tutorials
- Tutorials
- Course & Program Guides
- Recommend Materials

Tutorials

- [Finding Critical Articles in Literature](#)
- [How to Use 'Search everything'](#)
- [How to use PrepStep](#)
- [How to Use Short Stories for Students](#)
- [How to use the Nursing Resources](#)
- [Plagiarism Tutorial](#)
- [Resources For Speech Courses](#)
- [Virtual Orientation to the Libraries](#)

SLO 3: Annotated Bibliography Scaffolding Assignment

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Jefferson State Community College
ENGL 102 - Composition II
Syllabus

Instructor: [Redacted]

Class Information:
 Class Campus: CKS 1418
 Online

Fall 2020

Level: 100

Office Hours: On Campus (subject to appointment)

Text message anytime

Please is architecture, not interior decoration.
—Ernest Hemingway

English 102 — Course Overview
 English Composition II provides instruction and practice in the writing of at least five (5) formal, analytical or at least one of which is a research project using outside sources under instructor supervision. Additionally, English Composition II provides the student with the development of analytical and critical thinking in the composition process.
 English Composition II may include instruction in practice in theory usage and information literacy.

Assessment of Student Learning Outcomes
 Direct assessment will be made in accordance with the current class Student Learning Outcomes (SLO). This assessment will not be used to figure grades for the class, but will be used to determine class success with current SLO addressed areas. Direct assessment SLO will change every three year cycle.

How to do well in ENG 102
 regard this ENG 102 class as an investment. Check in to every online session/virtual class. Check Blackboard daily. Complete all writing prompts, reading assignments, and weekly forum postings on schedule. Submit papers through Blackboard on time. Participate in the virtual classroom through responsive writing, peer reviews, and workshops. Have a willing attitude.

General Course Competencies
 To complete this course, the student must have, in the instructor's reasonable opinion, the following competencies:

- The ability to comprehend assigned readings (fiction, poetry, & non-fiction)
- The ability to write well-supported, focused, and coherent essays
- The ability to apply advanced reference and documentation that emphasizes ethical use of sources
- The ability to use library/electronic resources
- The ability to demonstrate, in writing, analytical and critical thinking

Required Readings
 • Johnson, Greg, and Thomas R. App. *Poetry: A Literature, 3rd Edition*. 13th ed. Cengage, 2016.
Note: You need to purchase. Specific individual chapters to be downloaded for assigned reading

• Assigned readings when posted on Blackboard

Required Course Materials
 • USB flash drive (to keep track of papers in case of techback)

• Computer access for Blackboard use

Policies
 • Online attendance is mandatory for participation grade
 • Writing prompts must be completed with engaged, meaningful and stop typing until the timer runs you off, otherwise, points will be deducted
 • Course readings are to be completed in order to participate in a Blackboard discussion posting (weekly forum)
 • Be online physically, mentally, and emotionally in order to be successful
 • Have a good, respectful, learning attitude
 • Write in complete sentences for each every assignment
 • The more you write, the better

Attendance
 Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes, including virtual, for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of class a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online) are calculated from the first official day of class. Absences in Internet and/or Hybrid courses are based on documented participation in class activities, such as interacting with the instructor and with enrolled students, attending required on-campus meetings, and/or submitting course assignments. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. Instructors will not withdraw students for any reason.
 If a student fails to officially withdraw from a course, this failure could result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their future assistance. Students withdrawing from a course after the Withdrawal date has passed will receive a WF (withdraw passing) or a W (withdraw failing) in the course.
 Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before your attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. If for any reason the student can no longer take the class, he or she must officially withdraw from the course. Do not simply stop showing up for class. Failure to officially withdraw from the class will result in an "F" for the course.
 It is the student's responsibility to catch up with the assigned work on the Blackboard within one-two weeks.

Specific Grading Criteria
 • Essays are graded on a scale from "excellent" to "unsatisfactory." An essay rubric will be given with each essay instructions for specific details. Also, I will write comments to give guidance where to make corrections and/or suggestions.
 • Workshops are dependent on if you prepare the drafts for review and that you make the suggested corrections and changes accordingly.
 • There may be some extra credit opportunities such as making the requested corrections after having read my comments on your graded paper and writing a paragraph response detailing what you plan to do to fix these issues in future papers. The more you participate in the weekly Blackboard forum posts, the more you type, the more extra credit you may earn.

Assignments & Grades
 To complete this course, the student must be able, in the instructor's judgment, to demonstrate a reasonable ability to comprehend assigned readings and respond to them by writing effective expository multi-paragraph papers that reflect an ability to use primary source and secondary sources. The instructor will provide a specific grading scheme for this course. At least 80% of the final grade must be earned on compositions. A grade of "C" or better is required for passing or for transfer credit.

Final Essays

Analysis #1 (Fiction).....	100
Analysis #2 (Poetry).....	100
Analysis #3 (Drama).....	100
Argument Paper.....	100
Total points	400

Writing Workshops

Reviews.....	30
PeerReviewing/Revisions.....	30
Response.....	40
Annotated Bibliography.....	50
Instructor Conference.....	60
Total points	310

Class Participation

Online Attendance.....	100
Writing Prompts.....	100
Weekly Forum.....	100
Pop Quizzes.....	50
Total points	350

Total overall points: 1050

Grading scale:

945 - 1050 points = A
840 - 944 points = B
735 - 839 points = C
630 - 734 points = D
0 - 629 points = F

SLO 3: Integrated Worksheet Example

Working with Drama and Quotations – Sweeney Todd:

1. Create a Works Cited entry for the Sweeney Todd book
2. Using a description in prose, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
3. Using a description in verse of 3 lines or less, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
4. Use several phrases from different lines of Sweeney's first song about London (page 32) making a statement in one sentence about how he uses tone to establish his feeling of the city. Quotes will be within the sentence as short phrases, but phrases will need to be cited according to multiple lines of verse.
5. Using 4 or more lines from verse, set up (intro) and integrate (cite, post quote) a quote from the prologue illustrating Sweeney's character.
6. Using dialogue from anywhere on pages 106-111, set up (intro) and integrate (cite post quote) quoted dialogue showing the playful insanity of Lovett and Todd.

Working with Drama and Quotations – Sweeney Todd:

1. Create a Works Cited entry for the Sweeney Todd book
2. Using a description in prose, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
3. Using a description in verse of 3 lines or less, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
4. Use several phrases from different lines of Sweeney's first song about London (page 32) making a statement in one sentence about how he uses tone to establish his feeling of the city. Quotes will be within the sentence as short phrases, but phrases will need to be cited according to multiple lines of verse.
5. Using 4 or more lines from verse, set up (intro) and integrate (cite, post quote) a quote from the prologue illustrating Sweeney's character.
6. Using dialogue from anywhere on pages 106-111, set up (intro) and integrate (cite post quote) quoted dialogue showing the playful insanity of Lovett and Todd.

Working with Drama and Quotations – Into the Woods:

1. Create a Works Cited entry for the Into the Woods book
2. Using a description in prose, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
3. Using a description in verse of 3 lines or less, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
4. Use several phrases from different lines of the Witch's song (pages 105-106) making a statement in one sentence about watching children grow up. Quotes will be within the sentence as short phrases, but phrases will need to be cited according to multiple lines of verse.
5. Using 4 or more lines from verse, set up (intro) and integrate (cite, post quote) a quote from the Company's last song illustrating a lesson.
6. Using dialogue from anywhere on pages 127-128, set up (intro) and integrate (cite post quote) quoted dialogue showing the breakup of Cinderella and Cinderella's Prince.

Working with Drama and Quotations – Into the Woods:

1. Create a Works Cited entry for the Into the Woods book
2. Using a description in prose, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
3. Using a description in verse of 3 lines or less, set up (intro) and integrate (cite, post quote) a quote describing your choice of character.
4. Use several phrases from different lines of the Witch's song (pages 105-106) making a statement in one sentence about watching children grow up. Quotes will be within the sentence as short phrases, but phrases will need to be cited according to multiple lines of verse.
5. Using 4 or more lines from verse, set up (intro) and integrate (cite, post quote) a quote from the Company's last song illustrating a lesson.
6. Using dialogue from anywhere on pages 127-128, set up (intro) and integrate (cite post quote) quoted dialogue showing the breakup of Cinderella and Cinderella's Prince.


SLO 3: Discussion Post Example

Example of Proposed Online Discussions to Prepare for Writing

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ENGL 102 - Composition II
Syllabus

Instructor
Dr. [Redacted]

Class Information
Classroom Campus
ENGL 1143
Online

Fall 2020

1 credit hour course

Office Hours
On Campus campus
by appointment

Text message
anytime

*Prose is
architecture,
not interior
decoration.*

*—Ernest
Hemingway*

English 102 – Course Overview

English Composition II provides instruction and practice in the writing of at least four (4) formal, analytical expository essays. At least one of which is a research project using outside sources and/or references effectively and appropriately. Additionally, English Composition II provides the student with the development of analytical and critical reading in the development process.

English Composition II may include instruction in practice in literary usage and information literacy.

General Course Competencies

To complete this course, the student must have, in the instructor's a reasonable mastery of the following competencies:

- The ability to comprehend assigned readings (fiction, poetry, drama, etc.)
- The ability to write well-supported, focused, and coherent essays development of subject through revision of the essay
- The ability to apply advanced reference and documentation with emphasis on ethical use of sources
- The ability to use library/electronic resources
- The ability to demonstrate, in writing, analytical and critical thinking

Required Readings

- Johnson, Greg, and Thomas R. Arp. *Perrine's Literature: Structure and Sense*, 13th ed. Cengage, 2016.

Note: No need to purchase. Specific individual chapters to be downloaded for assigned reading

- Assigned readings when posted on Blackboard

Required Course Materials

- USB flash drive (to keep track of papers in case of tech problems)
- Computer access for Blackboard use

Policies

- Online attendance is mandatory for participation grade
- Writing prompts must be completed with engaged, meaningful not stop typing until the timer cuts you off, otherwise, points will be deducted
- Course readings are to be completed in order to participate in Blackboard discussion postings (weekly forum)
- Be online physically, mentally, and emotionally in order to focus. Have a good, respectful, learning attitude.
- Write in complete sentences for each and every assignment
- The more you write, the better

Assessment of Student Learning Outcomes

Direct assessments will be made in accordance with the current class Student Learning Outcomes (SLO). This assessment will not be used to figure grades for the class, but will be used to determine class success within current SLO addressed areas. Direct assessment SLO will change every three year cycle.

How to do well in ENG 102

Regard this ENG 102 class as an investment. Check in to every online session/virtual class. Check Blackboard daily. Complete all writing prompts, reading assignments, and weekly forum postings on schedule. Submit papers through Blackboard on time. Participate in the virtual classroom through responsive writing, peer reviews, and workshops. Have a writing attitude.

Attendance

Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes, including virtual, for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online) are calculated from the first official day of class. Attendance in Internet and/or Hybrid courses is based on documented participation in class activities, such as interacting with the instructor and with enrolled students, attending required on-campus meetings and/or submitting course assignments. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. Instructors will not withdraw students for any reason.

If a student fails to officially withdraw from a course, this failure could result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance. Students withdrawing from a course after the Withdrawal date has passed will receive a WP (withdraw passing) or a WF (withdraw failing) in the course.

Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. If for any reason the student can no longer take the class, he or she must officially withdraw from the course. Do not simply stop showing up for class. Failure to officially withdraw from the class will result in an F for the course.

It is the student's responsibility to catch up with the assigned work on the Blackboard within one-two weeks.

Specific Grading Criteria

- Essays are graded on a scale from "excellent" to "unsatisfactory." An essay rubric will be given with each essay instructions for specific details. Also, I will write comments to give guidance where to make corrections and/or suggestions.
- Workshops are dependent on if you prepare the drafts for review and that you make the suggested corrections and changes accordingly.
- There may be some extra credit opportunities such as making the requested corrections after having read my comments on your graded paper and writing a paragraph response detailing what you can do to fix these issues in future papers. The more you participate in the weekly Blackboard forum posts, the more you type, the more extra credit you may earn.

Assignments & Grades

To complete this course, the student must be able, in the instructor's judgment, to demonstrate a reasonable ability to comprehend assigned readings and respond to them by writing effective expository multi-paragraph papers that reflect an ability to use primary source and secondary sources. The instructor will provide a specific grading scheme for this course. At least 80% of the final grade must be earned on compositions. A grade of "C" or better is required for passing or for transfer credit.

Four Essays

Analysis #1 (Fiction).....	100
Analysis #2 (Poetry).....	100
Analysis #3 (Drama).....	100
Argument Paper.....	100
Total points:	400

Writing Workshops

Reviews.....	30
Proofreading/Revisions.....	30
Reflections.....	30
Annotated Bibliography.....	50
Instructor Conference.....	60
Final exam.....	100
Total points:	300

Class Participation

Online Attendance.....	100
Writing Prompts.....	100
Weekly Forum.....	100
Peer Reviews.....	50
Total points:	350

Total overall points: 1650

Grading scale:

945--1050 points =	A
845--944 points =	B
735--839 points =	C
630--734 points =	D
0--629 points =	F



Assessment Record

Program: Communications- ENG 251

Assessment period: 2019-20

Program or Department Mission:

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college's Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan

Course Student Learning Outcomes

1. Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
2. Critically review major works of prose, poetry, or drama in American literature during the period of Inception-1865 and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical	Through exam questions, students will recognize and/or discuss the following: Characteristics of the literary periods; Cultural conditions of the writers and times;	70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment .	Fall 2019-Summer 2020: 82% of students met a satisfactory proficiency level in examining listed elements.	Observations/Changes: In the upcoming year, instructors will use scaffolding assignments like journals, or in-class/online discussion forums to give students practice in applying characteristics

<p>movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.</p>	<p>Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p> <p>Sample Exam Questions (Questions vary by instructor.)</p>		<p>Number of Students Assessed: 300 Students/8 Sections</p> <p>Annual Summary Shelby: 183/205 (89%)</p> <p>Jefferson: 25/38 (65%)</p> <p>Clanton: 39/57 (68%)</p>	<p>of literary periods and surrounding cultural contexts to questions about texts, authors, and key literary ideas on exams. Instructors will use varying instruction methods like new lectures or the JSCC Library American Passages videos which detail literary periods and cultural ideologies for added instructional activity. For next cycle, instructors will implement at least one new scaffolding assignment for student practice and one new instructional technique.</p>
<p>SLO 2: Critically review major works of prose, poetry, or drama in American literature during the period of Inception-1865 and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>In their essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; Compare/contrast the literature of an historical period to its contemporary or modern culture; Locate and integrate relevant and effective secondary sources; Compose an argument correctly integrating and documenting both primary and secondary sources in MLA style.</p> <p>Sample prompt (Prompts vary by instructor)</p>	<p>70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.</p>	<p>Fall 2019-Summer 2020:</p> <p>90% of students demonstrated an ability to review literary primary texts and compose an extended written assignment with primary and secondary sources.</p> <p>Number of Students Assessed: 294 Students/8 Sections</p> <p>Annual Summary: Shelby: 188/203 (93%)</p> <p>Jefferson: 29/34 (85%)</p> <p>Clanton: 47/57 (82%)</p>	<p>Observations/Changes: For the upcoming year, instructors will use scaffolding assignments like rough drafts or class source discussion or workshop days to help set students on a better path to success; workshops can revolve around tutorials found on the JSCC Library Research Guide as well. For next cycle, instructors will implement at least one new scaffolding assignment for student drafting practice.</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

SLO 1: Sample Exam Questions

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[Return to SLO 2](#)

Question Which term accurately describes Puritan literature?

Answer A. Plain Style

B. Elaborate Prose and Poetry

C. Sermons only

D. Ballads

Question The time period between the late 1600s and the early 1800s-- when people's beliefs became more focused on the secular and less on the spiritual, when science made the world more comprehensible, and when people viewed God as a creator who worked in rational and reasonable ways--was known as _____

Answer A. The Enlightenment

B. The Thought Renaissance

C. The Secular Reformation

D. The Pre-Romantic Period

Question Instead of relying on the physical senses and scientific principles of the Age of Reason, Romanticism focused on _____

Answer A. Imagination

B. Intuition

C. supernatural

D. all of these

SLO 1: Assessment

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

SLO 1: American Passages Video

[Return to SLO 1](#)

[Return to SLO 2](#)

American Passages Video Description from JSCC Library Films on Demand Master Academic Collection

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American Passages: A Literary Survey (SERIES)

This 16-part series offers a comprehensive review of American literary movements and authors within the context of history and culture. It takes an expanded view of American litera...

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SLO 1: Scaffolding Assignments

American Literature 1 11440.202110 Content Unit Two Pirates! Fanny Campbell, The Female Pirate Captain September 21-October 12

Fanny Campbell Pirate Unit Discussion 1 Beginning-Chapter 3

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for: Sept 22 at 11:59pm.

As you are beginning to think about what you want to write about for the research topics mentioned below, what from this section of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points - this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

- **Hero's Journey** (Step: Call to adventure, spiritual/supernatural aid, crossing into the challenge (over the thresholds), facing challenges, finding help along the way, going through worse challenges, receiving a reward (boon), return to home, presentation of reward/boon, resolution)
- **Romanticism in Literature** (Thematic elements: adventuresome, celebration of nature, contempt of the past, gothic/strange ideals, sense of wonder, emotional favor, potential of the individual, and personal)
- **Historical or Fictional Storytelling** (Historical elements: the idea of telling a story/tradition)
- **Character Evolution** (Do you have a favorite character? How would you characterize him/her at the beginning of the book here in action, dress/look, and speech?)
- **Gender (In)equality** (Are there specific gender roles set up or talked about, is there any oppression seen in the beginning?)
- **Piracy in Early America** (What elements of piracy do you see discussed in this section?)

Fanny Campbell Pirate Unit Discussion 2 Chapters 4-6

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for: Sept. 24 at 11:59pm.

As you are beginning to think about what you want to write about for the research topics mentioned below, what from this section of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points - this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

- **Hero's Journey** (Step: Call to adventure, spiritual/supernatural aid, crossing into the challenge (over the thresholds), facing challenges, finding help along the way, going through worse challenges, receiving a reward (boon), return to home, presentation of reward/boon, resolution)
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- **Character Evolution** (Do you have a favorite character? How would you characterize him/her during this section of the book here in action, dress/look, and speech? Are there any changes in his/her character traits?)
- **Gender (In)equality** (Are there specific gender roles set up or talked about, is there any oppression seen during this section?)
- **Piracy in Early America** (What elements of piracy do you see discussed in this section?)

Fanny Campbell Pirate Unit Discussion 3 Chapter 7-Marilyn's Song

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for: Sept. 28 at 11:59pm.

As you continue to think about what you want to write about for the research topics mentioned below, what from this section of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points - this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

- **Hero's Journey** (Step: Call to adventure, spiritual/supernatural aid, crossing into the challenge (over the thresholds), facing challenges, finding help along the way, going through worse challenges, receiving a reward (boon), return to home, presentation of reward/boon, resolution)
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- **Character Evolution** (Do you have a favorite character? How would you characterize him/her during this section of the book here in action, dress/look, and speech? Are there any changes in his/her character traits?)
- **Gender (In)equality** (Are there specific gender roles set up or talked about, is there any oppression seen during this section?)
- **Piracy in Early America** (What elements of piracy do you see discussed in this section?)

Fanny Campbell Pirate Unit Discussion 4 Chapters 8-End

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for: Sept. 30 at 11:59pm.


As you finish thinking about what you want to write about for the research topics mentioned below, what from this section of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points - this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

- **Hero's Journey** (Step: Call to adventure, spiritual/supernatural aid, crossing into the challenge (over the thresholds), facing challenges, finding help along the way, going through worse challenges, receiving a reward (boon), return to home, presentation of reward/boon, resolution)
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- **Historical or Fictional Storytelling** (Historical elements: the idea of telling a story/tradition)
- **Character Evolution** (Do you have a favorite character? How would you characterize him/her during this section of the book here in action, dress/look, and speech? How is the character now defined?)
- **Gender (In)equality** (Are there specific gender roles set up or talked about, is there any oppression seen during this section?)
- **Piracy in Early America** (What elements of piracy do you see discussed in this section?)

SLO 1: New Instructional Technique

[Return to SLO 1](#)

[Return to SLO 2](#)

ENG 251 COURSE INFO JSSC Fall 2020 / Online Contact Information:  Class Information: CRN 10857 Office Hours: -If you need help, I am -Luckily with the virtual -am able to meet you at or -often very convenient for -Please contact me if you -this course. I'd be glad to -individual sessions with -Blackboard Collaborate	
Week 3: September 7-11	Unit 2: Pilgrims & Puritans 1. Watch the video <i>Captain Phips—American Passage</i> . 2. Read William Bradford's <i>Of Plymouth Plantation</i> (Book II, Chapter XI, Chapter XII, Chapter XIX, and Chapter XXIII) (Pre-1820). 3. Read Thomas Morton's <i>New English Conman</i> (Chapters XIV, XV, and XVI) (Pre-1820). 4. Read Cotton Mather's "The Wonders of the Invisible World" (Pre-1820). 5. Read Jonathan Edwards' "Sinners in the Hands of an Angry God" (Pre-1820). 6. *Complete Unit 2 Quiz by Friday, September 11th at 11:59 pm. 7. Read Hernan Cortes' "From Second Letter to the Spanish Crown" (Pre-1820). 8. Read Samuel de Champlain's "From The Voyages of the Sieur de Champlain" (Pre-1820). 9. *Complete Unit 1 Quiz by Friday, September 4th at 11:59 pm.
Week 4: September 14-18	Unit 3: The American Foundation 1. Watch the segment from <i>Spirit of Nationalism—American Passage</i> ("American Identity"). 2. Read John Winthrop's "A Model of Christian Charity" (Pre-1820). 3. Read Thomas Paine's "Common Sense" (Pre-1820). 4. Read Thomas Jefferson's "From The Autobiography of Thomas Jefferson (From The Declaration of Independence)" (Pre-1820). 5. *Complete Unit 3 Quiz by Friday, September 18th at 11:59 pm.
Week 5: September 21-25	Unit 4: Alternative Perspectives of the American Self 1. Read Samuel Occom's "A Short Narrative of My Life" (Pre-1820). 2. Read Judith Sargent Murray's "On the Equality of the Sexes" (Pre-1820). 3. Read Phillis Wheatley's "On Being Brought from Africa to America" and "To Rev. Samuel Occom (Feb. 11, 1774)" (Pre-1820). 4. *Complete Unit 4 Quiz by Friday, September 25th at 11:59 pm.
Week 6: September 28-October 2	Review Week: LIT-O Assignment and Midterm Review 1. Please use this week to finish Project #1: LIT-O. 2. Also, your Midterm is scheduled for next week, so make sure to review the study guide for the Midterm. 3. *Project 1: LIT-O is due on Friday, October 2nd at 11:59 pm. 4. *Bonus opportunity: Create a post on the discussion board that answers the posted prompt by Friday, October 2nd at 11:59pm.
Week 7: October 5-9	Midterm Exam 1. The Midterm will be open from Monday, October 5th to Friday, October 9th. 2. Once you start the Midterm, you will have two hours to finish the exams, so choose wisely what day and time you take it. 3. *The Midterm exam will close on Friday, October 9th at 11:59 pm and will not be opened unless with a documented excuse. 4. *The Midterm exam will close on Friday, October 9th at 11:59 pm and will not be opened unless with a documented excuse.
Week 8: October 12-16	Unit 5: Fictional Horror 1. Read Washington Irving's "The Legend of Sleepy Hollow" (Post-1820). 2. Watch the segments from <i>Gothic Undercurrents—American Passage</i> ("Future Shock" and "Nathaniel Hawthorne"). 3. Read Nathaniel Hawthorne's "Young Goodman Brown" and "The Birth-Mark" (Post-1820). 4. Read Edgar Allan Poe's "The Masque of the Red Death" (Post-1820). 5. *Complete Unit 5 Quiz by Friday, October 16th at 11:59pm.

SLO 2: Essay Prompt

OVERVIEW

You will complete a digital research project using Microsoft Sway[®] to complete a cohesive project comprised of a research essay and a multimedia gallery for your topic.

PURPOSE

The purpose of this assignment is to create a detailed understanding of your topic that allows you to think deeply about the significance of a theme as seen through the literature we have read this semester, as well as through cultural events/media today and how these works influence American society. Through your research and creative output, you will take on the roles of critics and authors and engage with the literature we have been studying and apply it to pop culture and events around and important to you. After completing this project, you will be able to:

1. Develop a theme statement that demonstrates a universally applicable idea found among a chosen literary text from the reading list, a pop culture "text," and a contemporary event or issue.
2. Build an argument that clearly and concisely explores a significant relationship among your chosen "texts."
3. Analyze and contextualize each "text" in its historical, cultural, and philosophical background, utilizing evidence from both primary and credible secondary sources to support the claims made in the thesis.
4. Document all primary and secondary sources effectively and legally.
5. Demonstrate at a satisfactory level the writing skills from this course (PIE paragraphs, quotation sandwiches, introducing quotations, writing theme statements, parenthetical citations and works cited entries).

SLO 2: Rubric

[Return to SLO 1](#)

[Return to SLO 2](#)

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style
Excellent	Thorough ability to interpret and discuss facts found within all three aspects of historical, cultural, and philosophical purpose.	Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate excellent sources: appropriate credible, authoritative relevant to the topic effective in presenting argument	Source material is -effective in providing good evidence to support key points within the overall argument. -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion -correctly documented within the paper through parenthetical citations and at the end through the works cited page.
Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.	Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate satisfactory sources: Credible, authoritative Relevant to topic	Most source material is -acceptable evidence in validating relevant and key points in the overall argument. -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion -acceptably documented within the paper and at the end.
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society.	Sources are unsatisfactory: No secondary sources Secondary sources that are not authoritative, credible, or appropriate Secondary sources are either not relevant or barely relevant to topic	-Little to no real evidence provided by primary source(s) -Little to no use of the secondary sources -Secondary-source material is not relevant or does not support the argument -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or nonexistent

SLO 2: Scaffolding Assignments

American Literature I 11440.202110 Content Unit Two Pirates! Fanny Campbell, The Female Pirate Captain September 21-October 12

Fanny Campbell Pirate Unit Discussion 1 Beginning Chapter 3

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for: Sept 22 at 11:59pm.

As you are beginning to think about what you want to write about for the research topics mentioned below, what from **this section** of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points- this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

- **Hero's Journey** (Degr): Call to adventure, spirit/real/supernatural aid, crossing into the challenge (over the thresholds), facing challenges, finding help along the way, going through worse challenges, receiving a reward (boon), return to home, presentation of reward/boon, resolution
- **Romanticism in Literature** (Romatic elements: adventuresome, celebration of nature, contempt of the past, gothic/orange ideals, sense of wonder, emotional favor, potential of the individual, and personal)
- **Historical or Fictional Storytelling** (Historical elements) the idea of telling a story/tradition)
- **Character Evaluation** (Do you have a favorite character? how would you characterize him/her at the beginning of the book here in action, dress/look, and speech?)
- **Gender (In)equality** (In there specific gender roles set up or talked about, is there any oppression seen in the beginning?)
- **Piracy in Early America** (what elements of piracy do you see discussed in this section?)

Fanny Campbell Pirate Unit Discussion 2 Chapters 4-6

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for is Sept. 24 at 11:59pm.

As you are beginning to think about what you want to write about for the research topics mentioned below, what from **this section** of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points- this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

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- **Character Evaluation** (Do you have a favorite character? how would you characterize him/her during this section of the book here in action, dress/look, and speech? Are there any changes in his/her character traits?)
- **Gender (In)equality** (In there specific gender roles set up or talked about, is there any oppression seen during this section?)
- **Piracy in Early America** (what elements of piracy do you see discussed in this section?)

Fanny Campbell Pirate Unit Discussion 3 Chapter 7-Marilyn's Song

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for is Sept. 28 at 11:59pm.

As you continue to think about what you want to write about for the research topics mentioned below, what from **this section** of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points- this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

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- **Character Evaluation** (Do you have a favorite character? how would you characterize him/her during this section of the book here in action, dress/look, and speech? Are there any changes in his/her character traits?)
- **Gender (In)equality** (In there specific gender roles set up or talked about, is there any oppression seen during this section?)
- **Piracy in Early America** (what elements of piracy do you see discussed in this section?)

Fanny Campbell Pirate Unit Discussion 4 Chapters 8-End

This kind of discussion takes the place of what we might talk about with each other during an in-person class. Due date to aim for is Sept. 30 at 11:59pm.

As you finish thinking about what you want to write about for the research topics mentioned below, what from **this section** of reading is sticking out to you so far? What questions do you have about this section? You may answer someone else's post or create your own thread. There is no rubric for these 3 points- this should be used to help you get out ideas and talk with me and other classmates about this stuff. Use this to your advantage.

- **Hero's Journey** (Degr): Call to adventure, spirit/real/supernatural aid, crossing into the challenge (over the thresholds), facing challenges, finding help along the way, going through worse challenges, receiving a reward (boon), return to home, presentation of reward/boon, resolution
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- **Historical or Fictional Storytelling** (Historical elements) the idea of telling a story/tradition)
- **Character Evaluation** (Do you have a favorite character? Has there been an overall change in the character? how is the character now defined?)
- **Gender (In)equality** (In there specific gender roles set up or talked about, is there any oppression seen during this section?)
- **Piracy in Early America** (what elements of piracy do you see discussed in this section?)



Program: Communications – English

Assessment Period: Annual Summary 2019-2020

Program or Department Mission: The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively, and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan ENG 252

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of 1865-Present.
- Critically review major works of prose, poetry, or drama in American literature during the period of 1865-Present and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of 1865-Present.</p>	<p>Evaluation 1: Through exam questions, students will recognize and/or discuss the following: Characteristics of the literary periods; Cultural conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements. Sample Exam Questions (Questions vary by instructor.)</p>	<p>Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.</p>	<p>Fall 2019-Summer 2020:</p> <p>89% of students met a satisfactory proficiency level in examining listed elements.</p> <p>Number of Students Assessed 203 Students/8 Sections</p> <p>Annual Summary: Shelby : 129/138 (93%) Jefferson : 21/27 (78%) Clanton : 30/38 (86%)</p>	<p>Observations/Changes: In the upcoming year, instructors will create more detailed discussion boards or use more interactive Flipgrid video discussions for students to share their thoughts and observations through answering essential questions via video. Instructors will also vary instructional techniques through requiring students to view video documentaries or instructor-made lectures to highlight important historical, cultural, and philosophical forces. These strategies will help provide more foundational knowledge</p>

				as students observe, understand, and discuss the texts.
<p>SLO 2: Critically review major works of prose, poetry, or drama in American literature during the period of 1865-Present and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>Evaluation 2: In their essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; compare/contrast the literature of an historical period to its contemporary or modern culture; Locate and integrate relevant and effective secondary sources; Compose an argument correctly integrating and documenting both primary and secondary sources in MLA style.</p> <p>Example Prompt (Prompts vary by Instructor)</p>	<p>Eval 2: 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.</p>	<p>Fall 2019-Summer 2020:</p> <p>81% of students demonstrated an ability to review literary primary texts and compose an extended written assignment with primary and secondary sources.</p> <p>Number of Students Assessed 193 Students/8 Sections</p> <p>Annual Summary: Shelby : 118/134 (88%) Jefferson : 12/23 (52%) Clanton : 27/36 (75%)</p>	<p>Observations/Changes: Instructors will continue the use of example research projects and detailed library guides, that include general information on using the library and the “Search Everything” tool, suggested databases for literary criticism and contemporary connections, and text-specific resources, including research starters and other literary analysis. Instructors also utilize the librarians as resources to provide orientations for students specific to each instructor’s class and assignment, either in -person or through videos.</p>
<p>Plan Submission Date: September 14, 2020</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

Question	What view of the South did writers such as H.L. Mencken and Robert Frost hold?
Answer	<p><input checked="" type="radio"/> A. Both believed that the people of the South were backwards and void of any intelligence or creativity.</p> <p><input type="radio"/> B. Both believed that although the South was flawed, it still produced great literature.</p> <p><input type="radio"/> C. H.L. Mencken was fond of the South and its people, while Robert Frost was not.</p>
Question	In the beginning of the agrarian society in American, what was the landowner's first labor of choice ?
Answer	<p><input type="radio"/> African slaves</p> <p><input checked="" type="radio"/> Indentured servants</p> <p><input type="radio"/> Sharecropping</p> <p><input type="radio"/> Tenant Farmers</p>
Question	Dystopian literature is typically set in
Answer	<p><input checked="" type="radio"/> A. the future</p> <p><input type="radio"/> B. the past</p> <p><input type="radio"/> C. Russia</p> <p><input type="radio"/> D. a desert</p>

SLO 1:

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

SLO 1:

Themed Readings: Science Fiction/Utopias/Dystopias

Build Content Assessments Tools Partner Content

Discussion and Reading Topics

1. What does any story say about human nature?
2. Examine the notion of ethics in any story.
3. Examine the notion of communication or technology in any story.
4. What would you do if you were in the place of someone within one of the stories, and why?
5. How does one of the stories relate to what your notion of science fiction was before reading any stories in this unit?
6. What does the story say about the role of technology in our world?
7. How does the piece you are discussing fit in with the time period it is written in?
8. Anything else that a piece speaks to you.

Themed Readings: African American Experience

Build Content Assessments Tools Partner Content

Discussion and Reading Topics

1. How does each of the writers represent his or her race, and how are these representations different?
2. Look at connotations of specific words used within poems or writings and examine the true meaning of those words to the piece or to race ideal.
3. Can you relate to any of the pieces, and if so, how?
4. Examine the experience of a man or woman of color in a piece.
5. How does the piece you are discussing fit in with the time period it is written in?
6. Anything else that a piece speaks to you.

Themed Readings: War

Build Content Assessments Tools Partner Content

Discussion and Reading Topics

1. How does Twain use positive and negative phrasing to illustrate two sides of war?
2. Discuss the experience of the deaf boy in "Chickamauga."
3. Discuss the importance of teamwork in "The Open Boat."
4. Examine the use of color imagery in any of the pieces.
5. Look at a frame from the comic or political cartoon and analyze its message.
6. How has your opinion of Dr. Seuss changed and why?
7. How has your opinion of Captain America changed and why?
8. How do any of the poems here fit in with the notion of war?
9. How does the piece you are discussing fit in with the time period it is written in?
10. Anything else that a piece speaks to you.

Themed Readings: Female Ideology

Build Content Assessments Tools Partner Content

Discussion and Reading Topics

1. How does each of the writers represent women's place in America?
2. Examine the notion of the stereotype of a "crazy" woman using any story.
3. Can you relate to any of the pieces, and if so, how?
4. Examine the use of the music in the play.
5. Do you find any of these women heroic - why or why not?
6. Look at any frame from the graphic novel and analyze it for its meaning.
7. How does the piece you are discussing fit in with the time period it is written in?
8. Anything else that a piece speaks to you.

SLO 1:

Jan 2, 2021

This Topic is view only

Module 1: Poetry & Essay

6 Responses • 21 views • 0 Comments • 1 hour of engagement

Choose one of the essays or poems in this section and respond to the it. You may use one of the Essential Questions for the unit as your topic, tell us your reaction to the story, how you think it exemplifies an aspect of African American Experience, share a brief passage you found meaningful and would like to explore, ask a question you have about the story, or answer a question posed by a colleague. Don't just talk about surface level topics. Use this opportunity to explore your thinking and go into depth on the text of your choice. Reflections should be original and authentic.



Essential Questions: African American Experience Through Literature (OBJ 1)

Enabled: Statistics Tracking

In this module, we will be considering the texts through the thematic lens of the experience of African Americans. These works were written during the Local Color Movement, the Harlem Renaissance period of the Modernist Movement and the Postmodernist Period. The genres represented in this unit are folk tales, short stories, poetry, and essays. While race is not the only thematic subject these works deal with, it is certainly a major one, and we must take that subject into account as we consider the works and their place in American literature, both when they were written and today. As you read, consider these essential questions. Remember that not every question necessarily applies to every text in the module.

Essential questions are general questions to ask about any text in the module. It's important to read with a purpose, and these questions can help focus your study of a text. I think you'll find that writing is easier if you have a question to answer. As you consider these questions about each text, be sure to refer to the introductory and background material – known as the context– to understand the historical, cultural, and philosophical ideas important at the time the authors are writing. You may also refer to these questions in preparation for class discussions, for exams, and for guiding your choices on your writing assignments.

The Essential Questions for Module 1 are:

1. What obstacles do the characters face as a direct result of their race?
2. How do minority writers distinguish their communities' values from "mainstream" values?
3. How does the text emphasize the importance of examining and attempting to understand the socio-cultural forces that shape how we and others perceive, experience, and respond to racism?
4. How does race interact with other identities like gender and class in the text?

SLO 1:

The Southern Renaissance (Modernism)

Please review the section of the Historical Overview and Literary Thought presentation on the Southern Renaissance.

Please watch the following clips: Beginning to 5:35, 31:14-31:55, 44:04-48:56, and 1:16:25-1:20:42. Use the Reading questions to make sure you are on the right track.



Tell About the South: Southern Literature, 1915-194...



Accessibility Options:

The video is closed captioned. Click the CC button to turn on the captions.

SLO 1:

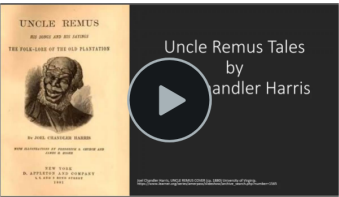
Joel Chandler Harris  

Features: Statistics Tracking

Lesson Tasks:

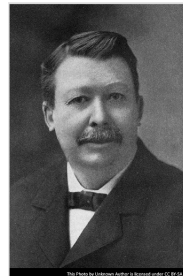
1. View the introductory video.
2. Complete the reading assignment and annotations in Pearsall (see next link).
3. Listen to the [Audio Reading](#) of the story. Choose Chapter 2 and Chapter 3. (This will help you with the dialect if it's hard to read.)
4. Read the overview article posted in Pearsall after each story. This article will serve as your notes on the story.
5. Move on to the next lesson in Part One.

Introductory Video

A video thumbnail for "Uncle Remus Tales by Joel Chandler Harris". On the left is the cover of the book "UNCLE REMUS OR ABOUT AN OLD COUNTRY THE FOLKLORE OF THE OLD PLAYSTON BY JOEL CHANDLER HARRIS NEW YORK H. HOLT AND COMPANY 1916". On the right is a dark rectangle with the text "Uncle Remus Tales by Joel Chandler Harris" and a white play button icon.

Accessibility Options:

1. Turn on closed captions by clicking the CC button on the video.
2. Download a [SPE transcript](#) of the presentation.
3. Download a [text-only version](#) of the slides.



Relied on the South's oral tradition which allowed civilizations to pass on values through generations, address cultural origins or simplify complexities, and motivate each other.

Joel Chandler Harris (1848-1908) Realism, Local Color

- Born in Georgia to a single mother taken in by a plantation owner
- Surrounded by slaves from whom he heard folklore tales based on African and European sources.
- His writing was popular during his life with white audiences, but reaction to his works became mixed after his death.
- Some critics praised his humor/comedy with the subversive nature of his storytellers.
- Others claimed he engaged in cultural appropriation or indulged in plantation nostalgia by portraying peaceful, happy slaves.
- Disney's release of the movie *Song of the South* made the reception worse.

Inspiration for the Tale

- Absorbed the stories, songs, and myths that derived from West African folklore and had become part of the African American oral tradition
- Combines the African American folklore with Euro-America stereotypes in his Uncle Remus Tales.
- Admirers praised the "accuracy" and "authenticity" of Harris's rendering of African American dialect and recounting of traditional African animal fables about trickster characters such as Brer Rabbit and Brer Fox.

Werner, Craig Hansen. "The Wonderful Tar-Baby Story: Overview." *Reference Guide to Short Fiction*, edited by Noelle Watson, St. James Press, 1994. *Literature Resource Center*. http://link.galegroup.com/apps/doc/H1420003767/LHR?u=av1_jeff&id=LHRC&xid=26331b68. Accessed 14 Nov. 2018.

SLO 2:

Writing Your Rough Draft: Finding, Using, and Citing Sources / Synthesizing Writing – 25 points

Move into the “Finding Sources and Synthesizing Writing” folder. Watch the **Finding, Using, Citing Sources Lecture** and the **Synthesizing Writing Lecture**. This will help you understand how to do the following assignment creating the text for your eventual digital project. You will be writing a “LIT-O” paper. LIT-O is kind of like BINGO but with a dorky English twist.

Assignment: Each student will write a paper consisting of five paragraphs with one embedded picture (of the art done) that connects the museum piece of literature to LIT-O elements. **L = life events or news:** how did the piece of literature remind you of something going on in society or in the news today? **I = interpretation in art:** create a piece of art in response to a piece of literature and share why the literature inspired that art. **T = tune:** how did the piece of literature remind you of a song (of any era)? **-O = on-screen:** how did the piece of literature remind you of a movie/television show/extended commercial? The additional paragraph is at the beginning and is just a summary of the story and a discussion of how the character in the story is “peculiar.”










Logistics for rough draft: complete the work on a Microsoft Word document, formal tone (no I, me, us, we, our – except on art paragraph), and 5-paragraphs: the first paragraph is a summary of the story and a discussion of how the main character in the story is “peculiar.” Each of the remaining four paragraphs must address a different LIT-O element (L-life event, I-interpretation in art, T-tune, O-on-screen). Paragraphs must include:

1. a topic sentence setting up the LIT-O element, the piece of literature, and the topic
2. a discussion of the literature using at least one integrated quotation from the story to illustrate the point
3. a discussion of the parallel (news, art, song, or movie) using at least one integrated quote from an appropriate source (no WIKI, no blogs, no random sites) – a news/journal article in print or online is appropriate for the L, NO parallel source is needed for the I (because you will attach a pic of something you create – can be any type of art (drawing/collage/digital/etc.), a song lyric web site is appropriate for the T, and a movie or YouTube clip is appropriate for the O
4. a conclusion sentence closing out the paragraph topic

SLO 2:

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct



SLO 2:


- ☰  Mother to Son by Langston Hughes | Poetry Foundation
- ☰  Let America Be America Again by Langston Hughes - Poems | poets.org
- ☰  America by Claude McKay | Poetry Foundation
- ☰  ● The Lynching by Claude McKay | Poetry Foundation
- ☰  The Negro Artist and the Racial Mountain by... | Poetry Foundation
- ☰  How It Feels to Be Colored Me by Zora Neale Hurston
- ☰  Chicago by Carl Sandburg | Poetry Magazine
- ☰  Hazel Tells Laverne | Katharyn Howd Machan | Ithaca College
- ☰  The Love Song of J. Alfred Prufrock by T. S. Eliot | Poetry Magazine

SLO 2:

Sample Sway Projects from Previous Students ⌵

Build Content ⌵ Assessments ⌵ Tools ⌵ Partner Content ⌵



 Example Student Sway ⌵ 




Resistance to Higher Power in Media and Literature
Throughout American History

Throughout American history, the effects of trauma, disaster, and injustice have presented itself in media and literature in a rebellious state against the government. The conflict between ...

[Go to this Sway](#)

 Example Student Sway ⌵ 



Have we strayed away from the American ideals we envisioned when the country was founded?

America: The home of the free and the land of the brave. A nation founded on the breaking from tyranny and the uplifting of independence. Throughout our lives, we have been taught that

SLO 2:

Before You Begin Your Research

We recommend viewing the following tutorials before beginning your research.

- [Finding Critical Articles](#)
Tutorial on finding scholarly articles using the literature resources.
- [How to Use 'Search everything'](#)
View a tutorial on using the "Search everything" option of the tabbed search box.

SLO 2:

Suggested Databases

Databases for Literary Criticism and Information on the Works

- [America: History & Life with Full Text](#)
This bibliographic database provides a robust source of information focusing on the history and life of the United States and Canada. It is an important bibliographic reference tool for students and scholars of U.S. and Canadian history. Citations and links to book and media reviews are added benefits to the America: History and Life database. It provides strong English-language journal coverage, balanced by an international perspective on topics and events. This includes English abstracts for articles published in a variety of languages.
- [Bloom's Literature](#)
Extensive entries on literary topics, themes, movements, genres, and authors; more than 4,300 video clips; more than 2,700 full-text poems; and more than 9,000 discussion questions on a range of literary topics.
- [Gale Literature](#)
Unlock information in primary sources, critical articles, literary and cultural analysis, and biographies. Search across centuries to see the broader continuum of the story you choose.
- [Literary Reference Center Plus](#)
Literary Reference Center Plus includes full-text resources focusing on plays/drama, poetry, religious literature and children's literature.
- [Short Stories for Students](#)
Provides critical overviews of short stories from all cultures and time periods. Includes discussions of plot, characters, themes and structure as well as the story's cultural and historical significance. [Digital access from Volume 1 through the current edition]

Databases for Today's Cultural Events and Media

- [Opposing Viewpoints in Context](#)
Discover pro/con perspectives from authoritative voices: Opposing Viewpoints In Context is the premier online resource covering today's hottest social issues, from capital punishment to immigration, to marijuana. This cross-curricular research tool supports science, social studies, current events, and language arts classes. Its informed, differing views present each side of an issue and help students develop information literacy, critical thinking skills, and the confidence to draw their own valid conclusions.
- [Points of View Reference Center](#)
Points of View Reference Center contains 400 topics, each with an overview (objective background / description), point (argument) and counterpoint (opposing argument). Each topic features a Guide to Critical Analysis which helps the reader evaluate the controversy and enhances students' ability to read critically, develop their own perspective on the issues, and write or debate an effective argument on the topic.

SLO 2:

Charlotte Perkins Gilman: "The Yellow Wallpaper"

- [Research Starter: Charlotte Perkins Gilman](#)

Link out to the Research Starter for Gilman

- ["The Yellow Wallpaper" Analysis](#)

From Short Stories for Students

- [Streaming Video: The Yellow Wallpaper](#)

Touted as one of the first major feminist writers, Charlotte Perkins Gilman spent her life fighting to liberate women from the yoke of domesticity. This is a stunning BBC dramatization of Gilman's autobiographical account of a woman driven to madness by the repressive mores of Victorian culture. Stephen Dillon as the husband, John, and Julia Watson as the despondent heroine give stellar performances in this production directed by the BBC's John Clive. (76 minutes)

Joel Chandler Harris: "The Wonderful Tar Baby" and "How Mr. Rabbit Was Too Smart for Mr. Fox"

- [Research Starter: Joel Chandler Harris](#)

Research Starter on Joel Chandler Harris; background and biographical information.

- [Slavery's Bestiary: Joel Chandler Harris's Uncle Remus Tales](#)

The critical reception of Joel Chandler Harris's Uncle Remus Tales has often interpreted these animal fables as allegories of American slavery. The author of this article instead asks what it might mean to take seriously the numerous historical, political and philosophical questions posed by the animal "form" that these characters assume.

SLO 2:

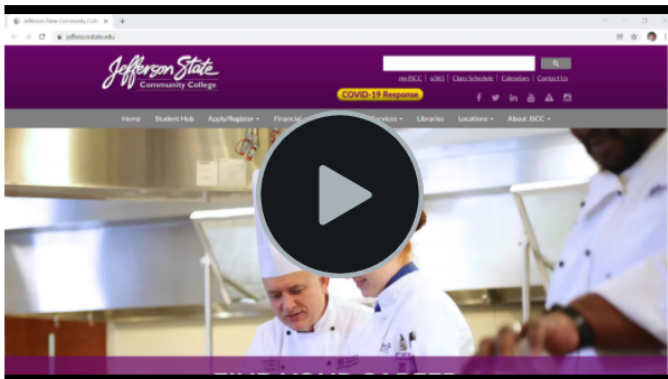


Library Orientation Video

Enabled: Statistics Tracking

Introduction:

Our librarian at the Jefferson Campus, Dusty Folds, created this video to walk you through how to use our Library Guide. This is a great intro to using the online library, as well as where and how to seek assistance.



Course Student Learning Outcomes & Assessment Plan ENG 261

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in British literature during the period of Inception-End of 18th Century.
- Critically review major works of prose, poetry, or drama in British literature during the period of Inception-End of 18th Century and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in British literature during the period of Inception-End of 18th Century.</p>	<p>Evaluation 1: Through exam questions, students will recognize and/or discuss the following: Characteristics of the literary periods; Cultural conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p>	<p>Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.</p>	<p>Fall 2019-Summer 2020:</p> <p>66% of students met a satisfactory proficiency level in examining listed elements.</p> <p>Number of Students Assessed 68 Students/3 Sections</p> <p>Annual Summary: Number of Students Assessed: Shelby : 29/46 (63%) Jefferson : 16/22 (72%)</p>	<p>Observations/Changes To add more connection to historical periods beyond the text, instructors plan to reach beyond the text and offer quizzes/surveys, discussion forums, group in-class projects/assignments, and interactive games as well as Films on Demand to solidify era information. Instructors will also look to collect more data next year to get a wider range of student performance information.</p>

<p>SLO 2: Critically review major works of prose, poetry, or drama in British literature during the period of Inception-End of 18th Century and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>Evaluation 2: In their essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; compare/contrast the literature of an historical period to its contemporary or modern culture; Locate and integrate relevant and effective secondary sources; Compose an argument correctly integrating and documenting both primary and secondary sources in MLA style.</p>	<p>Eval 2: 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.</p>	<p>Fall 2019-Summer 2020:</p> <p>90% of students demonstrated an ability to review literary primary texts and compose an extended written assignment with primary and secondary sources.</p> <p>Number of Students Assessed 66 Students/3 Sections</p> <p>Annual Summary: Shelby : 39/45 (86%) Jefferson : 21/21 (100%)</p>	<p>Observations/Changes: In the upcoming cycle, instructors have planned more specific workshops looking at modeling research, using outlines, and using the ENG 261 library database. The hope is to see a continual rise in critical ability to use sources and communicate a literary analysis. Instructors will also look to collect more data next year to get a wider range of student performance information.</p>
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SLO 1:

English Literature 261 Final

Identify (5 points each = 20%): For each of the following questions, identify the work, author, speaker, and significance.

1)

"I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted, baked, or boiled."

2)

And yet, by heaven, I think my love as rare
As any she belied with false compare.

3)

The Master of the Revels despises us all for vagrants and peddlers of bombast. But my father, James Burbage, had the first license to make a company of players from Her Majesty, and he drew from poets the literature of the age. We must show them that we are men of parts. Will Shakespeare has a play. I have a theatre. The Curtain is yours.

LAGH

English Literature 261 Mid-term

Identify (4 points each = 24%): For each of the following questions, identify the work, author, speaker, and significance.

1.

Saying, "The man is mad, beloved brother,"

And everyone just laughed at all his strife.

So she was screwed, the carpenter's young wife,

Despite all jealous safeguards he could try;

And Absalon has kissed her nether eye,

And Nicholas is scalded in the rear.

This tale is done, God save all who are here!

2.

Beneath a tree he was; there he'll abide,
Your boasting will not make him run and hide.
See yonder oak? He's there, as you will find.
God save you, as he ransomed all mankind,
And mend you!" So replied this aged man.

SLO 1:

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

SLO 1:

Evaluation

Your grade for this course will consist of two multi-paragraph, extended essays as well as assignments and exams based on various reading assignments. The weight for each follows:

Essay 1 Literary Analysis:	20%
Midterm Exam:	20%
Essay 2 Research Paper:	20%
Discussions	10%
Quizzes	10%
Final Exam:	20%

SLO 2:

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style
Excellent	Thorough ability to interpret and discuss facts found within all three aspects of historical, cultural, and philosophical purpose.	Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate excellent sources: appropriate credible, authoritative relevant to the topic effective in presenting argument	Source material is -effective in providing good evidence to support key points within the overall argument. -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion -correctly documented within the paper through parenthetical citations and at the end through the works cited page.
Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.	Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate satisfactory sources: Credible, authoritative Relevant to topic	Most source material is -acceptable evidence in validating relevant and key points in the overall argument. -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion -acceptably documented within the paper and at the end.
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society.	Sources are unsatisfactory: No secondary sources Secondary sources that are not authoritative, credible, or appropriate Secondary sources are either not relevant or barely relevant to topic	-Little to no real evidence provided by primary source(s) -Little to no use of the secondary sources -Secondary-source material is not relevant or does not support the argument -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or nonexistent

SLO 2:

Research

- 1) Using an internet browser, go to www.jeffersonstate.edu
- 2) Click on **Libraries**
- 3) Under **Single Search**, type Beowulf in the Jeff State Libraries search box.
- 4) Limit your results to Full Text and Peer Reviewed by checking both boxes. Click Search.
- 5) On the left side of your search results, move the Publication date to begin in 1950. Dates should now span 1950-2014
- 6) Under **Source Types**, click Academic Journals only.
- 7) Under **Language**, choose English only.
- 8) You have now narrowed your results to roughly 4,000 entries. It's time to narrow things down ever further.
- 9) Add a second term to the keyword search at the top of the page. Use a specific term (monster, for example) rather than words like "and" or "the."
- 10) Scroll through your various results. This paper requires three sources. Today, you will pull two possible sources of research.
- 11) When you see a source you like, click on its title. On the left side of your page, you'll see an option to obtain the full text. In the middle of the page, you'll see Source information and an Abstract. The Abstract is a brief summary of what the article is about. Reading the abstract will save you some time because you'll know if the information is relevant to your topic.
- 12) On the right side of the page, you'll see an email option that will allow you to send the article to yourself. This is the option we'll be using.
- 13) When clicking the Email button, you'll have an option to send yourself a citation in MLA format. Be sure to do so. This will save you some work later.
- 14) When you've finished emailing your source to yourself, click the Cite button on the right side of the page. Scroll until you see MLA. Copy the citation and post it into a document. You'll do this for two separate sources today. This is what you'll be printing and turning into me.

SLO 2:

Outline

- | | |
|--|---|
| <p>I. Introduction – This is the first section of the paper</p> <ol style="list-style-type: none">A. Hook (Attention Grabber)B. Introduce issue and/or lit/author(s). Be sure to use full Titles and NamesC. Background on issues. Context. Pretend your audience is ignorant.D. Transition to argument. What do <u>you</u> want to say about the issue at hand?E. Thesis. A three-point thesis is your easiest bet. Be specific. <p>II. Body Paragraph 1 – Main point #1 from your thesis</p> <ol style="list-style-type: none">A. Topic SentenceB. Your main points in the paragraphC. Evidence (Quotes from a primary and secondary source. Find a reliable secondary source that agrees with you). Weave these around your main points.D. Explanation or Elaboration on Evidence. In other words, ...E. Transition to next point. Similarly, ... <p>III. Body paragraph 2 – Main point #2 (Follow the same steps)</p> <ol style="list-style-type: none">A. Topic SentenceB. Your main points in the paragraphC. Evidence (Quotes from a primary and secondary source. Find a reliable secondary source that agrees with you). Weave these around your main points.D. Explanation or Elaboration on Evidence. In other words, ...E. Transition to next point. Similarly, ... <p>IV. Body Paragraph 3 – Main point #3 (Follow steps again)</p> <ol style="list-style-type: none">A. Topic Sentence | <ol style="list-style-type: none">B. Your main points in the paragraphC. Evidence (Quotes from a primary and secondary source. Find a reliable secondary source that agrees with you). Weave these around your main points.D. Explanation or Elaboration on Evidence. In other words, ...E. Transition to next point. Similarly, ... <p>V. Conclusion – (Do not restate your thesis)</p> <ol style="list-style-type: none">A. Bring your thoughts together. Then pick one or several of the following strategies.B. Significance? Why did the author write this? What is being offered here? Why is it notable?C. Rebuttal? Are there any other interpretations out there?D. Implications? Is this relevant to most people? Is it important, timely, or contributing to a bigger idea or concept? |
|--|---|

SLO 2:

The screenshot displays the JSCC Libraries website. At the top, a dark purple header contains the logo "JSCC Libraries" on the left and navigation links "COVID-19 Response", "Research", "Services", "About", and "Follow Us" on the right. Below the header, the page is titled "English 261". On the left side, there is a vertical menu with several categories: "The Middle Ages" (highlighted), "Sixteenth Century/Early Seventeenth Century", "The Restoration & The Eighteenth Century", and "Research Project". Under "The Middle Ages", there are four sub-links: "Search All Resources", "Beowulf", "Lanval", and "The Canterbury Tales". The main content area features a search box titled "Search All Resources" with tabs for "Search everything", "Find a journal", "Find a book", and "Find an ebook". Below the search box is a text input field and a "Search" button. A heading "Search all library resources at once!" is positioned above the search box. A list of links is provided below the search box: "Advanced Search", "Video Orientation to the JSCC Libraries" (with a sub-note: "Follow this link to view the video orientation to the JSCC Libraries and library website. Use your JSCC full email address and password to login when prompted."), and "How to Use 'Search everything'".



Assessment Record

Program: Communications – English

Assessment Period: Annual Summary 2019-2020

Program or Department Mission: The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively, and an appreciation for the humanities. The department endorses the college’s Mission Statement and strives to uphold its commitment to learning.

Plan Submission Date: September 14, 2020	Submitted By: Communications Department
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Course Student Learning Outcomes & Assessment Plan ENG 262

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in British literature during the period of Late 18th Century-Present.
- Critically review major works of prose, poetry, or drama in British literature during the period of Late 18th Century-Present and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers	Evaluation 1: Through exam questions , students will recognize and/or discuss the following:	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on	Fall 2019-Summer 2020: 95% of students met a satisfactory proficiency level in examining listed elements.	Observations/Changes: Instructors plan to remake and update video and in-person lectures for the upcoming year as some classes will begin to be back on campus

<p>and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in British literature during the period of Late 18th Century-Present.</p>	<p>Characteristics of the literary periods; Cultural conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p>	<p>instructor provided assessment.</p>	<p>Number of Students Assessed 20 Students/2 Sections</p> <p>Annual Summary: Shelby : 12/12 (100%) Jefferson : 7/8 (87%)</p>	<p>after COVID-19 pandemic protocols. Instructors also plan to make use of more interactive and creative assignments like this planned Kahoot and other in process creative assignments.</p>
<p>SLO 2: Critically review major works of prose, poetry, or drama in British literature during the period of Late 18th Century-Present and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>Evaluation 2: In their essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; compare/contrast the literature of an historical period to its contemporary or modern culture; Locate and integrate relevant and effective secondary sources; Compose an argument correctly integrating and documenting both primary and secondary sources in MLA style.</p>	<p>Eval 2: 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.</p>	<p>Fall 2019-Summer 2020: 71% of students demonstrated an ability to review literary primary texts and compose an extended written assignment with primary and secondary sources.</p> <p>Number of Students Assessed 21 Students/2 Sections</p> <p>Annual Summary: Shelby : 11/12 (91%) Jefferson : 4/9 (44%)</p>	<p>Observations/Changes: To combat lack of cohesion in the use of sources, instructors will create specific process rubrics for use of source and MLA documentation. Instructors will continue to use the JSCC library databases to show students a connection to scholarly research. Some instructors will refine their own specific library guides.</p>
<p>Plan Submission Date: September 14, 2020</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

English Literature 2 Final

Identify (4 points each = 20%): For each of the following questions, identify the work, author, speaker, and significance.

1. "Do I dare disturb the universe?"
2. "Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger."
3. "If I had been you, mother, I might have done as you did; but I should not have lived one life and believed in another. You are a conventional woman at heart. That is why I am bidding you goodbye now. Am I right, am I not?"
4. "Can you think of anything worse one can do to anybody than take away their worship?"

Short answer (4 points each = 40%): For each question, provide a few sentences specifically explaining the answer and the author(s)/concepts it is related to.

5. What two poster images does Alan confuse and begin to blur in *Equus*?
6. What is kitchen sink drama? Example?
7. Why is *Mrs. Warren's Profession* considered obscene? Explain the controversy.
8. What is the difference between existentialism, nihilism, and absurdism?
9. What is a genetic memory, and where have we seen an example?

SLO 1:

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

SLO 1:

ENG 262 Planned Lecture Updates:

The Dumb Waiter

I Format

II Summary

III Themes

IV Title

V Character Connections

VI Style

VII Conclusion

"The Love Song of J. Alfred Prufrock"

I Format

II Summary

III Main questions of humankind's greatest weakness

IV Terms from Prufrock

1. Stream of consciousness
2. Dramatic monologue

V Eliot as Influencer

SLO 1:

The screenshot shows the Kahoot! interface for a quiz titled "Equiano/Blake/Wordsworth". The top navigation bar includes the Kahoot! logo, Home, Discover, Library, Reports, and Groups. There are also buttons for Upgrade, Create, and a notification bell. The main content area is divided into two columns: "Questions (10)" and "Show answers". The "Questions (10)" column lists four quiz questions, each with a 20-second timer. The "Show answers" column is currently empty. On the left side of the interface, there is a section for the quiz details, including the title "Equiano/Blake/Wordsworth", statistics (0 favorites, 2 plays, 30 players), and buttons for Play and Edit. Below this, it identifies the quiz as a "public kahoot" and shows the creator's profile: "jnehnuab" created 4 years ago.

Kahoot! Home Discover Library Reports Groups Upgrade Create

Questions (10) Show answers

1 - Quiz
What did William Blake do for a living?
20 sec

2 - Quiz
According to Wordsworth, where should scenes from poetry come from?
20 sec

3 - Quiz
Wordsworth thinks poetry should:
20 sec

4 - Quiz
Who launched the Romantic age?
20 sec

Equiano/Blake/Wordsworth
0 favorites 2 plays 30 players
Play Edit

A public kahoot
Quiz related to these works
jnehnuab
Created 4 years ago

SLO 2:

	Indicators	N/A 1	Needs Improvement 2	+ Approaching Expectations 3	+ Meets Expectations 4	+ Exceeds Expectations 5	Comments
1	Thesis & Introduction		Introduction does not establish the importance of the topic or create interest because of weak vocabulary, lack of description or details. Weaker or flawed thesis with no previewing of ideas.	Introduction previews the structure and content of the paper. Weaker or flawed thesis with no previewing of ideas.	Introduction hooks reader's attention, establishes importance of the topic, and previews the structure and content of the paper. Thesis makes a point proved throughout the paper.	Introduction establishes importance and interest through strong descriptive language and examples. Thesis is clear and thought provoking and is proven throughout the paper.	
2	Internal Documentation		Quotations are not clearly explained before or after quotation.	Some quotations are integrated into the paper with clear lead-ins and explanations, but does not paraphrase or does not use quotes.	Most quotations, summaries, and paraphrases are integrated into the paper with clear lead-ins and explanations to create an "evidence sandwich".	All quotations have clear leads-ins and explanations.	
3	Works Cited		Most sources are not used or cited. Missing or improperly formatted MLA Works Cited Page. Variety and number of sources (4 or fewer) is lacking.	Some sources are not used or cited. Little variety of sources (6 and one type) is used. MLA Works Cited page is present, formatted properly, but has errors.	All sources are used and cited. MLA Works Cited page is present, formatted properly, but has 1-2 errors. Good variety of sources (8 sources and three types) is used.	All sources are used and cited. MLA Works Cited page is present, formatted properly, and has no errors. Excellent variety of sources (10 and five types) is used.	
4	Quality of Citations		Citations are from unreliable websites, encyclopedias, or non peer-reviewed sources. Anonymous websites are present.	Citations are from the internet, but from named or known sources. There are no anonymous sources, but no primary sources.	Citations are reliable, (peer-reviewed, internet databases, multiple corroboration). There is evidence elicited from original and secondary sources.	Citations are reliable (from peer-reviewed journals and corroborated source). There are multiple sources for information, elicited from primary and secondary sources.	
5	Organization & Conclusion		Paragraphs and other organizational structures are lacking. No transition between sections. Conclusion does not address the thesis or does not exist.	Paragraphs and other organizational structures are present and used consistently, but lack topic sentences or other organizational elements. Transition between sections are present, but repetitive or awkward. Conclusion is present, evaluates the thesis but does not extend ideas or connect to other concepts.	Paragraphs and other organizational structures are present and properly used. Transition between sections are present, and vary to create and maintain "flow." Conclusion is present, evaluates the thesis, extends to other ideas and connects to other concepts.	All of "meets expectations" and the conclusion effectively evaluates the thesis, makes a call to further action and evaluates and elaborates on the original idea presented.	
6	MLA Format		MLA format is not present or there are many errors.	MLA format is mostly correct for heading, title, pagination, margins, spacing, font, and print size.	MLA format is correct for heading, title, pagination, margins, spacing, font, and print size with only one or two minor errors.	MLA format is correct for heading, title, pagination, margins, spacing, font, and print size.	

Course Student Learning Outcomes & Assessment Plan ENG 271

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in World literature during the period of Inception-Mid 17th Century.
- Critically review major works of prose, poetry, or drama in World literature during the period of Inception-Mid 17th Century and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in World literature during the period of Inception-Mid 17th Century.</p>	<p>Evaluation 1: Through exam questions, students will recognize and/or discuss the following on an instructor provided assessment: Characteristics of the literary periods; Cultural conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p>	<p>Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.</p>	<p>Fall 2019-Summer 2020: 92% of students met a satisfactory proficiency level in examining listed elements. Number of Students Assessed 109 Students/3 Sections Annual Summary: Number of Students Assessed: Shelby : 100/109 (92%)</p>	<p><u>Observations/Changes:</u> Next year, instructors plan to use tried and true methods such as discussion boards to interact with students as well as lectures on time periods in conjunction with assigned reading to improve the results.</p>

<p>SLO 2: Critically review major works of prose, poetry, or drama in World literature during the period of Inception-Mid 17th Century and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>Evaluation 2: In their essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; compare/contrast the literature of an historical period to its contemporary or modern culture; Locate and integrate relevant and effective secondary sources; Compose an argument correctly integrating and documenting both primary and secondary sources in MLA style.</p>	<p>Eval 2: 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.</p>	<p>Fall 2019-Summer 2020:</p> <p>84% of students demonstrated an ability to review literary primary texts and compose an extended written assignment with primary and secondary sources.</p> <p>Number of Students Assessed 106 Students/3 Sections</p> <p>Annual Summary Shelby : 89/106 (84%)</p>	<p><u>Observations/Changes based on current cycle (19-20):</u> As the size of this class increases, instructors plan on implementing a library research guide designed by our librarians which also emphasized search engines, databases, and citation tools within the library’s website.</p>
<p>Plan Submission Date: September 14, 2020</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

1. True/False: Question 1: In Confessions, St. Augustine speaks to God, making a confession of the sins he has committed throughout his life. Answer: True

2. True/False: Question 2: In Confessions, St. Augustine speaks to God, making a confession of the sins he has committed throughout his life. Answer: True

3. True/False: Question 3: St. Augustine's conversion takes place when he hears a voice direct him to "take and read, take and read" the Aeneid. Answer: True

4. True/False: Question 4: Antigone's sister, Ismene, condemns her for her plans to bury Polynices, but supports her later in the play. Answer: True

5. True/False: Question 5: Creon's son, Haemon, is engaged to Antigone, but doesn't truly love her and is only marrying her to please his father. Answer: True

SLO 1:

<input type="checkbox"/> Aeneas and Odysseus	A comparison of <i>The Odyssey</i> and <i>The Aeneid</i> can help both to define and to show the shift from Greek to Roman culture. Examine the poems and discuss a similarity or difference that you see. (For example, note the similarities and differences between heroic traits, the role of gods and goddesses, the role of the hero, the depiction of the Underworld/Hades, or others of your own choice.)	50	50	0	49
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SLO 1:

- 1.1. Ancient World Vocal
- 1.2. GeneralRemarks_Oc
- 1.3. Homer_Odyssey_Ba
- 1.4. Synopsis of Odysse
- 1.5. Text of the COMPO
- 1.6. Notes on the Muses
- 1.7. Introduction to the
- 1.8. Odyssey (Cyclops) vi
- 2. Lesson 2: Antigone
 - 2.1. Introduction To Gre
 - 2.2. Antigone Quiz
 - 2.3. Study Questions ani
 - 2.4. Aeneid Quiz
 - 2.5. Greek Drama (video)
- 3. Lesson 3: St. Augustine
 - 3.1. General Remarks ar

Lesson 1: The Ancient World & Homer

Lesson 2: Antigone

Lesson 3: St. Augustine

Classical Mythology (video)

SLO 2:

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

SLO 2:

The screenshot shows the JSCC Libraries website. At the top, there is a navigation bar with links for COVID-19 Response, Research, Services, and About. Below this, the page is titled "English 271". On the left side, there is a sidebar menu with categories like "The Ancient World", "The Middle Ages", "The Renaissance", and "Research Project". Under "The Ancient World", there are sub-links for "Search All Resources", "The Ancient World", "Homer's Odyssey", "Virgil's Aeneid", "Ancient Greek Theatre", and "Augustine's Confessions". The main content area features a search bar with options to "Search everything", "Find a journal", "Find a book", and "Find an ebook". Below the search bar, there is a section for "Search all library resources at once" with a search input field and a "Search" button. There are also links for "Advanced Search", "Video Orientation to the JSCC Libraries", and "How to Use Search everything". At the bottom, there is a "Library Links" section with links to "Databases and Resources A to Z" and "Library Policies". The Windows taskbar is visible at the very bottom of the image.

SLO 2:

Citation Format

NOTE: Review the instructions at [EBSCO Connect](#) and make any necessary corrections before using. **Pay special attention to personal names, capitalization, and dates.** Always consult your library resources for the exact formatting and punctuation guidelines.

ABNT (Brazilian National Standards)	References FORMAN, R. J. Virgil. <i>Salem Press Biographical Encyclopedia</i> . [s. l.], 2021. Disponível em: https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=ers&AN=88258945&site=eds-live . Acesso em: 20 set. 2021.
AMA 11th Edition (American Medical Assoc.)	Reference List Forman RJ. Virgil. <i>Salem Press Biographical Encyclopedia</i> . 2021. Accessed September 20, 2021. https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=ers&AN=88258945&site=eds-live

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 - Listen

Course Student Learning Outcomes & Assessment Plan ENG 272

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in World literature during the period of Mid-17th Century-Present.
- Critically review major works of prose, poetry, or drama in World literature during the period of Mid-17th Century-Present and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in World literature during the period of Mid-17th Century-Present.</p>	<p>Evaluation 1: Through exam questions, students will recognize and/or discuss the following: Characteristics of the literary periods; Cultural conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p>	<p>Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.</p>	<p>Fall 2019-Summer 2020: 96% of students met a satisfactory proficiency level in examining listed elements. Number of Students Assessed 28 Students/2 Sections Annual Summary: Shelby : 27/28 (96%)</p>	<p>Use of time period lectures and assigned reading have kept this objective percentage relatively high. Next cycle instructors will continue to help students grasp the context for the works by using improved discussion boards to interact with students.</p>

<p>SLO 2: Critically review major works of prose, poetry, or drama in World literature during the period of Mid 17th Century- Present and compose an original extended written assignment reflecting on both the literature and its contemporary or modern social and cultural movements by clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>Evaluation 2: In their essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background; compare/contrast the literature of an historical period to its contemporary or modern culture; Locate and integrate relevant and effective secondary sources; Compose an argument correctly integrating and documenting both primary and secondary sources in MLA style.</p>	<p>Eval 2: 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.</p>	<p>Fall 2019-Summer 2020:</p> <p>82% of students demonstrated an ability to review literary primary texts and compose an extended written assignment with primary and secondary sources.</p> <p>Number of Students Assessed 28 Students/2 Sections</p> <p>Annual Summary Shelby : 23/28 (82%)</p>	<p>This is a 6% decrease in achievement from last year, but still well over 70%. Small class sizes and work with the research paper early in the semester helps ensure students are not burnt out when they are writing.</p> <p>Next cycle, instructors plan on continuing the scaffolding/stepping stone methods by using in-depth study questions and a research paper that builds on their response papers. Students will also be given a video tutorial as to how to use the library resources.</p>
<p>Plan Submission Date: September 14, 2020</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

Midterm Exam: Option 1

For each passage below, identify the author and complete title of the work

from which it is taken. (4 points). Add a paragraph that addresses the following points:

- What is the literary movement to which this work belongs?
- What is the genre (fiction, memoir, poetry, drama)?
- How does the passage relate to one of the major themes of this work? (6 points)

Write your answers on a Word document, and submit the test answer document as an attachment in Assignments: Exam 1, Option 1 by midnight tonight.

- What distressed her most of all was the idea of leaving her room, which was so suitable for poor Loulou. Fixing an anguished look on him as she appealed to the Holy Ghost, she contracted the idolatrous habit of kneeling in front of the parrot to say her prayers. Sometimes the sun, as it came through the little window, caught his glass eye, so that it shot out a great luminous ray which sent her into ecstasies.
- Drive your cart and your plow over the bones of the dead.
The road of excess leads to the palace of wisdom.
- My strongest desire was to be loved by everyone who came near me. I was gentle, so was my cousin, and so were our guardians. For a whole two years I was neither the witness nor the victim of any violence. Everything served to strengthen the natural disposition of my heart. Nothing seemed to me so delightful as to see everyone pleased with me and with everything.
- But when he tried and failed to reach the bunch:
"Ah well, it's more than likely they're not sweet—
Good only for green fools to eat!"
Wasn't he wise to say they were unripe
Rather than whine and gripe?
- In society she played the most pitiable role. Everybody knew her, but nobody took any notice of her; at balls she danced only when there was a partner short, and ladies only took her arm when they needed to go to the dressing-room to make some adjustment to their dress.

SLO 1:

	Students will critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of literature and literary movements in American literature during the period of Inception-1865.
Excellent	Thorough ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or at least 70% of exam questions correct
Unsatisfactory	Inability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms; or less than 70% of exam questions correct

SLO 2:

English 272: World Literature II

Research Paper Length: 1000-1200 words

For the research paper, you will be revising and adding secondary source quotations to the Response Paper on Realism. After reading my comments

on your Response Paper, and making corrections, you will be ready to do the research.

Go into the direct link to the JSCC library on the Web Links tab or on the JSCC homepage. Use the Search Everything bar, and enter the title and author of your topic work. When you enter your topic, a screen will open listing all the sources in the library database. If you get an overwhelming number of hits, narrow your search by choosing "Full Text" and "Peer-Reviewed Journals" from the menu on the left-hand side.

Scroll through, looking for articles that relate to the points you are making in your paper. When you find an article, scan through, looking for one quotation that you can use to support one of your body paragraphs.

You must use at least **three secondary sources**, as well as the quotes and specific references to the primary text that are already included in the Response Paper.

Integrating and Documenting Quotations

Whenever you use the words of another author in your writing, you are borrowing their intellectual property, and you are legally obligated to acknowledge the source. In MLA format, we do that by using internal documentation and attribution as well as a Works Cited page citation that gives information about accessing the source.

For the sake of following these rules and also for the sake of coherence, I prefer a style of integration where the writer identifies the speaker or writer prior to introducing the quotation.

For a secondary source, you introduce the full name of the author of your secondary source. (If your source has no author's name, it's not a valid secondary source.) For example:

According to Aviva Briefel, Gogol's story shifts from realism into "the realm of the fantastic" (78) once Akaky dies.

Go to the database and click on Citation Tools to generate an MLA-format citation. Copy and paste it into your document. The MLA citation format has recently been changed, but if you copy and paste a citation from a database, I won't penalize you this semester if the format is out of date. Here's an example of the citation for the quotation above:

Briefel, Aviva. "Spectral Matter: The Afterlife of Clothes in the Nineteenth-Century Ghost Story." *Fitzcarrald Review*, vol. 41, no. 1, Spring 2015, pp. 67-88. EBSCOhost, doi:10.1353/vr.2016.0010.

SLO 2:

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to place primary work in thematic and aesthetic context of historical/literary period and compare/contrast it to contemporary society	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from both primary and secondary sources and to correctly document, using MLA style
Excellent	Thorough ability to interpret and discuss facts found within all three aspects of historical, cultural, and philosophical purpose	Excellent contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate excellent sources: appropriate, credible, authoritative relevant to the topic effective in presenting argument	Source material is effective in providing good evidence to support key points within the overall argument. -smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion -correctly documented within the paper through parenthetical citations and at the end through the works cited page.
Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose	Good contextualization of both primary and secondary sources in illustrating historical significance and comparison/contrast to contemporary society.	Demonstration of ability to locate satisfactory sources: Credible, authoritative Relevant to topic	Most source material is -acceptable evidence in validating relevant and key points in the overall argument. -acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion -acceptably documented within the paper and at the end.
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary/secondary source material. Lack of demonstration of any historical significance and failure to compare/contrast to contemporary society.	Sources are unsatisfactory: No secondary sources Secondary sources that are not authoritative, credible, or appropriate Secondary sources are either not relevant or barely relevant to topic	-Little to no real evidence provided by primary source(s) -Little to no use of the secondary sources -Secondary-source material is not relevant or does not support the argument -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or nonexistent

SLO 2:



Literary Research Essay

Attached Files: [MLA STYLE DOCUMENTATION ENG 271.pdf](#) (58.145 KB)
[Plagiarism handout.pdf](#) (20.132 KB)
[Literary Research Paper Rubric.docx.pdf](#) (325.201 KB)

Select one of the assigned works we have read this semester. Use MLA style formatting and documentation. Use the primary source plus 3-4 peer-reviewed literary criticism secondary sources from scholarly journals in the JSCC online library. You may also use a reference source such as biography. Length: 3-5 pages (4-6 including works cited page).

- Place the primary text within a specific historical context and explore the cultural and philosophical concepts or themes characterized by its era. What period or movement is this work and/or author associated with? You should set this up in the introduction. End your intro with a thesis that presents an argument about the work in its historical context or literary period.
- Analyze the work. Consider such elements as setting, plot, characterization, theme, point of view, symbol, tone, style, language, though not all of these are equally important, and you should concentrate on only those aspects that are relevant and revealing. How does the work use these to achieve its effects and theme? Go beyond simple plot summary or overview of the story here, and include analysis and explanation supported by outside sources. Here you should demonstrate your skill in correct use of MLA documentation and formatting as well as your ability to select and integrate valid secondary sources. Quotes should be carefully selected and integrated into your own sentences for maximum effectiveness. Organize your body paragraphs around your main points for this analysis.
- Finally, discuss your story and its effect on contemporary culture. What impact has the work and/or author had on literature, culture, or society? What other works or writers has this author or work influenced? What traces of this work do we see in modern culture? This works well as part of your conclusion, after you have summarized your main points.

See attached files for assignment rubric and MLA notes. Attach your essay here as a Word (.doc or .docx) or PDF file.

SLO 2:

1 / 1 | - 100% + | [] []

Study Questions on Romanticism

In a separate Word document, write a paragraph answering each of the following questions. In each paragraph, write a clear topic sentence, and support your points by using direct quotations from the texts. While no documentation is required for the downloaded texts of Jean de la Fontaine's *Fables*, William Blake's "Proverbs of Hell," or from the Haiku Anthology in Web Links, use page numbers for prose works and line numbers for poems in a parenthetical note to document all the texts in the *Norton Anthology*.

1. Choose one of Jean de la Fontaine's *Fables*, and explain how it illustrates Enlightenment values. See "What is the Enlightenment," pages 13-16 in *The Norton Anthology* (D), and the Enlightenment to Romanticism lecture in the Lectures tab.
2. Choose two of William Blake's "Proverbs of Hell," and explain how each proverb illustrates a different Romantic value. See Enlightenment to Romanticism in the Lectures tab for a quick overview of these values.
3. Choose three quotations from Jean-Jacques Rousseau's *Confessions*, and explain how each quotation illustrates a different Romantic value.
4. Copy one haiku from the Haiku Anthology in Web Links. Then, explain how the haiku resembles the same themes as Romantic poems. Choose a line from each of the poems below to illustrate the comparison:
"The World is Too Much with Us," by William Wordsworth, 933
"Ode to a Nightingale" by John Keats, 985
For each quotation, explain how it illustrates a **different** Romantic value. One well-developed paragraph would suffice for this prompt. Give the haiku, then a quote from each of the above poems and an explanation as to how the haiku relates to the poem and the Romantic value.

SLO 2:

The screenshot displays a library website interface with the following components:

- Left Navigation Menu:**
 - The Ancient World**
 - Search All Resources
 - The Ancient World
 - Homer's Odyssey
 - Virgil's Aeneid
 - Ancient Greek Theatre
 - Augustine's Confessions
 - The Middle Ages
 - The Renaissance**
 - Research Project
- Library Links:**
 - Databases and Resources A-Z
 - Library Policies
 - Online Learning Readiness
 - Library hours
- Search All Resources:**
 - Search everything | Find a journal | Find a book | Find an ebook
 - Search all library resources at once!
 - Search input field and button
 - Advanced Search
 - Video Orientation to the JSCC Libraries
 - Follow this link to view the video orientation to the JSCC Libraries and library website. Use your JSCC full email address and password to login when prompted.
 - How to Use 'Search everything'
- The Ancient World: Civilization and Ideas [streaming video]**
 - Mesopotamia
 - Ancient Egypt
 - Ancient Maya
 - Ancient India
 - Ancient China
 - Ancient Rome
- Ask A Librarian:**
 - Do you need help?
 - The librarian is online.
 - Chat Now | No Thanks


The bottom of the image shows a Windows taskbar with a system tray containing a volume icon, a clock showing 1:51 / 12:53, and system icons for network, volume, and power.


Course Student Learning Outcomes & Assessment Plan for MCM 100

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Recognize theories of the nature of communication and apply knowledge of these theories.</p>	<p>Students will answer embedded questions in a unit quiz or exam related to theories of the nature of communication</p> <p>Example Exam Questions</p>	<p>70% of students will demonstrate satisfactory ability to correctly answer questions related to theories of the nature of communication in a unit exam.</p>	<p>Fall 2019-Summer 2020 83% of students demonstrated satisfactory ability to recognize theories of the nature of communication and apply knowledge of these theories in an objective unit exam.</p> <p>Number of Students Assessed: 23 Students assessed/1 section</p> <p>Annual Summary: 19/23 students fulfilled this outcome.</p>	<p>Observations/Changes: The department observed a slight increase in student ability to recognize and apply theories of the nature of communication. The student success rate increased from 82% to 83% this year. Overall, the plan for this course was to utilize weekly discussion questions, unit exams, and unit writing assignments to increase understanding of the material. These activities proved to be very successful in enabling students to process mass communication theory and understand the foundations of mass media. For future class sessions, the instructor will increase the length requirement of student responses and create additional weekly discussion questions related to the assigned outside reading assignments. The exams proved to be very successful; the only modification needed to these exams would be to include additional questions that would cover more chapter material. More analysis around the outside assigned readings will be incorporated into the class syllabus.</p>
<p>SLO 2: Utilize an organization pattern suitable for a simple print publication.</p>	<p>Students write an opinion essay using real-world examples to demonstrate their ability to utilize an organization pattern suitable for a simple print publication.</p> <p>Essay Rubric</p>	<p>70% of students will successfully complete their opinion essay assignment according to the grading rubric.</p>	<p>Fall 2019-Summer 2020 78% of students wrote appropriately organized opinion essays.</p> <p>Number of Students Assessed: 23 Students assessed/1 sections</p> <p>Annual Summary: 18/23 students fulfilled this outcome.</p>	<p>Observations/Changes: The department observed a decrease in student success from the previous year. The student success rate decreased from 91% to 78%. This was the first year the course was offered in an online format. The unit writing assignments were opinion essays related to the unit topics and were meant to provide an opportunity for students to reflect and practice writing. The essays were valuable in allowing students to understand the material. For next year's assessment, organizational patterns suitable for print publication will be emphasized, and the rubric will be included with the assignment instructions.</p>
<p>Plan submission date: 09/22/2020</p>			<p>Submitted by: Communications Department</p>	

SLO 1:


The term that describes the way that different people process messages differently is:

Selected Answer:  [None Given]


- Answers:
- a. mass communication.
 - b. vertical integration.
 - c. intrapersonal communication.
 -  d. selective perception.

Yellow journalism:

Selected Answer:  [None Given]

- Answers:
- a. was denounced from the beginning by several publishers, including Joseph Pulitzer.
 -  b. is a form of sensationalized reporting that emphasizes crime, sex and violence.
 - c. refers to newspapers that print on yellow paper.
 - d. was fueled by the competition among William Randolph Hearst's newspapers.

Media convergence is the melding of the communications, computer and electronics industries.

Selected Answer:  [None Given]

- Answers:
-  True
 - False

SLO 1:

Chapter 1: Critical Thinking Discussion Points

- 1) Identify one of the communications revolutions and discuss how it drastically changed the world's mass media.
- 2) In traditional media, advertising aimed at consumers pays for delivery of entertainment and information. How has digital delivery changed the way people pay for mass media?

Chapters 2 & 3: Critical Thinking Discussion Points

- 1) Will e-books totally replace print books? Why or why not?
- 2) Discuss the new national and global audiences newspapers are seeking to maintain their readership. How does broadening content to attract a global audience, for example, affect the nation's focus on events outside the United States?


SLO 1:

Course	Intro to Mass Communication
Test	Exam 1: Chapters 1-4 Copy to Print
Started	5/3/20 5:53 PM
Submitted	5/3/20 5:53 PM
Status	Completed
Attempt Score	0 out of 100 points
Time Elapsed	0 minute
Results Displayed	All Answers, Submitted Answers, Correct Answers, Feedback

Question 1

0 out of 2 points

The average U.S. adult spends more than ____ of his or her waking life with the mass media.

Selected Answer:  [None Given]

- Answers:
- a. 30 percent
 - b. 75 percent
 - c. 50 percent
 - d. 20 percent

Question 2

0 out of 2 points

Advertising makes up more than ____ of printed space in daily newspapers:

SLO 1:

Writing Assignment #1

Select a mass media industry from Unit 1 (books, newspapers, magazines) or Unit 2 (television, internet, radio) and describe how technology has impacted this industry in **your** lifetime.

The essay must be 350-450 words, 12-point Times Roman typeface with lines double spaced. The essay must also be submitted as an attachment in the form of a Microsoft Word document or Adobe PDF document in Blackboard. This is an opinion essay, and no sources are required.

Writing Assignment #2

Describe how advertising (print, television, internet, radio) influences the choices you make on a daily basis. Are your choices guided by internal needs or external influences?

The essay must be 350-450 words minimum, 12-point Times Roman typeface with lines double spaced. The essay should also be submitted as an attachment in the form of a Microsoft Word document or Adobe PDF document in Blackboard. This is an opinion essay, and no sources are required.

SLO 1:

UNIT 1 Mass Media Industries Part 1	Week 1 January 3-10	Overview and Discussion: Chapter 1: Mass Media and Everyday Life Assigned Readings and Discussion Points in Blackboard Due 1/10
	Week 2 January 13-17	Overview and Discussion: Chapter 2: Books: Rearranging the Page & Chapter 3: Newspapers: Mobilizing Delivery Assigned Readings and Discussion Points in Blackboard Due 1/17
	Week 3 January 21-24	Overview and Discussion: Chapter 4: Magazines: Chasing the Audience Assigned Readings and Discussion Points in Blackboard Due 1/24 Writing Assignment for Unit 1 Due 1/24
	Week 4 January 27-31	Exam 1: Covering Chapters 1-4 Due 1/31
UNIT 2 Mass Media Industries Part 2	Week 5 February 3-7	Overview and Discussion: Chapter 5: Recordings: Streaming Sounds & Chapter 6: Radio: Riding New Waves Assigned Readings and Discussion Points in Blackboard Due 2/7
	Week 6 February 10-14	Overview and Discussion: Chapter 7: Movies: Digitizing Dreams Assigned Readings and Discussion Points in Blackboard Due 2/14
	Week 7 February 17-21	Overview and Discussion: Chapter 8: Television: Switching Channels Assigned Readings and Discussion Points in Blackboard Due 2/21
	Week 8 February 24-28	Overview and Discussion: Chapter 9: Internet Media: Widening the Web Assigned Readings and Discussion Points in Blackboard Due 2/28 Writing Assignment for Unit 2 Due 2/28
	Week 9 March 2-6	Exam 2: Covering Chapters 5-9 Due 3/6
UNIT 3 Selling and Changing Messages	Week 10 March 9-13	Overview and Discussion: Chapter 10: Advertising: Catching Consumers Assigned Readings and Discussion Points in Blackboard Due 3/13
	Week 11 March 16-20	Overview and Discussion: Chapter 11: Public Relations: Promoting Ideas Assigned Readings and Discussion Points in Blackboard Due 3/20
	Week 12 March 23-27	SPRING BREAK – No Class
	Week 13 March 30-April 3	Overview and Discussion: Chapter 12: News and Information: Staying Connected & Chapter 13: Society and Political Issues: Shaping the Arguments Assigned Readings and Discussion Points in Blackboard Due 4/3 Writing Assignment for Unit 3 Due 4/3
	Week 14 April 6-10	Exam 3: Covering Chapters 10-13 Due 4/10
UNIT 4 Media Law and Ethics	Week 15 April 13-17	Overview and Discussion: Chapter 14: Law and Regulation: Reforming the Rules Assigned Readings and Discussion Points in Blackboard Due 4/17
	Week 16 April 20-24	Overview and Discussion: Chapter 15: Mass Media Ethics Assigned Readings and Discussion Points in Blackboard Due 4/24
	Week 17 April 27-May 1	Exam 4 (Final Exam): Covering Chapters 14-15 Due 5/1

SLO 2:

MCM 100 Opinion Essay Rubric

Opinion Essay Rubric	Needs Improvement	Satisfactory	Excellent
Selection of mass media <ul style="list-style-type: none"> Rationale Timeliness 			
Subject Development <ul style="list-style-type: none"> Relates to writer Relates to audience/class 			
Organization of content <ul style="list-style-type: none"> Introduction well developed Body well developed Transitions clear Conclusion well developed 			
Technical writing components <ul style="list-style-type: none"> Word count met Correct font size utilized Correct spacing Submission requirements met 			

SLO 2:

Writing Assignment #1

Select a mass media industry from Unit 1 (books, newspapers, magazines) or Unit 2 (television, internet, radio) and describe how technology has impacted this industry in **your** lifetime.

The essay must be 350-450 words, 12-point Times Roman typeface with lines double spaced. The essay must also be submitted as an attachment in the form of a Microsoft Word document or Adobe PDF document in Blackboard. This is an opinion essay, and no sources are required.

Writing Assignment #2

Describe how advertising (print, television, internet, radio) influences the choices you make on a daily basis. Are your choices guided by internal needs or external influences?

The essay must be 350-450 words minimum, 12-point Times Roman typeface with lines double spaced. The essay should also be submitted as an attachment in the form of a Microsoft Word document or Adobe PDF document in Blackboard. This is an opinion essay, and no sources are required.

Course Student Learning Outcomes & Assessment Plan for MCM 102

Communications Department Level Outcomes

- Provide quality instruction in developmental and transferable courses through emphasis on continued training and professional development for faculty.
- Prepare students to continue their education at four-year institutions or to enter the workforce.
- Offer courses that allow students to develop communication skills and knowledge for personal enrichment or for job advancement.

Course Outcomes Assessed

Students will:

- Use credible sources in reporting an objective news story.
- utilize AP format and style in feature writing.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Students will use credible sources in reporting an objective news story.</p>	<p>Students use credible sources in reporting an objective feature news story.</p> <p>Sample Rubric</p>	<p>70% of students will correctly use credible sources in completion of an objective feature news story.</p>	<p>Fall 2019-Summer 2020: 100% of students correctly used credible sources in completion of an objective feature news story.</p> <p>Number of Students Assessed: 9 students assessed/1 section</p> <p>Annual Summary: 9/9 students fulfilled this outcome.</p> <p>This is a low enrollment course with only 1 section being offered this year. The course is currently offered online to best serve students from all campuses.</p>	<p>These results are consistent with the previous year. The instructor planned to focus mainly on weekly writing exercises, discussion questions, and writing assignments in order to teach the principles of the course. These exercises were helpful in conveying chapter material. During the next class session, the instructor plans to incorporate weekly quizzes in addition to weekly writing exercises, using the quizzes to cover chapter material and the exercises to cover the writing fundamentals applicable to journalism.</p>

<p>SLO 2: Students will utilize AP format and style in feature writing.</p>	<p>Students will write a feature story that demonstrates correct use of AP style. Example Rubric</p>	<p>70% of students will use AP style correctly in a feature story.</p>	<p>Fall 2019-Summer 2020: 100% of students used AP style correctly in a feature story.</p> <p>Number of Students Assessed: 9 Students assessed/1 section</p> <p>Annual Summary: 9/9 students fulfilled this outcome.</p> <p>This is a low enrollment course with only 1 section being offered this year. The course is currently offered online to best serve students from all campuses.</p>	<p>Observations/Changes: There was growth in student success regarding correct use of AP (Associated Press) Style in a feature story. The student success rate climbed from 72% to 100% this year. The instructor included exercises preparing for the feature story assignment. Going forward, use of AP Style will be assessed in the final writing assignment.</p>
<p>Plan submission date: 09/22/2020</p>			<p>Submitted by: Communications Department</p>	

SLO 1:

MCM 102 Feature Story Rubric:

News Story Rubric	Needs Improvement	Satisfactory	Excellent
Selection of Topic <ul style="list-style-type: none"> Investigative or Feature Timeliness 			
Sources & Subject Development <ul style="list-style-type: none"> Appropriate & credible sources used Attributed correctly Relates to upcoming issue Relatable interview subject Relates to audience 			
Organization of Content <ul style="list-style-type: none"> Heading information and byline correct Lead paragraphs covers 5Ws & H, appropriate amount Body paragraphs expand accordingly Quoted material well developed Conclusion well developed End markers correct 			
Technical Writing Components/AP Style <ul style="list-style-type: none"> Tense used appropriately Numbers used appropriately Abbreviations used correctly Names & titles used appropriately Capitalization & punctuation used correctly 			

SLO 1:

Course	Writing for the Media
Test	Quiz 1 - AP Style Copy to Print
Started	9/15/21 6:43 PM
Submitted	9/15/21 6:43 PM
Status	Completed
Attempt Score	0 out of 10 points
Time Elapsed	0 minute
Instructions	This quiz consists of 20 true/false and multiple choice questions. You have 60 minutes to complete this quiz and once started, you must complete in one sitting.
Self Test	Student answers and score are not visible to the instructor.
Results Displayed	All Answers, Submitted Answers, Correct Answers, Feedback

Question 1

0 out of 0.5 points

Select the correct application of AP Print Style Guidelines for abbreviations below.

Selected Answer: ✘ [None Given]

- Answers: ✔ a. The Ford Motor Co. announced it will move a manufacturing plant from Michigan to Birmingham, Alabama.
- b. The Ford Motor Company announced it will move a manufacturing plant from Michigan to Birmingham, Alabama.
- c. The Ford Motor Co. announced it will move a manufacturing plant from Michigan to Birmingham.
- d. none of the above

SLO 2:

MCM 102 Feature Story Rubric:

News Story Rubric	Needs Improvement	Satisfactory	Excellent
Selection of Topic <ul style="list-style-type: none"> Investigative or Feature Timeliness 			
Sources & Subject Development <ul style="list-style-type: none"> Appropriate & credible sources used Attributed correctly Relates to upcoming issue Relatable interview subject Relates to audience 			
Organization of Content <ul style="list-style-type: none"> Heading information and byline correct Lead paragraphs covers 5Ws & H, appropriate amount Body paragraphs expand accordingly Quoted material well developed Conclusion well developed End markers correct 			
Technical Writing Components/AP Style <ul style="list-style-type: none"> Tense used appropriately Numbers used appropriately Abbreviations used correctly Names & titles used appropriately Capitalization & punctuation used correctly 			

SLO 2:

Week 3 (Part B) Writing Exercise - The Language of News

Rewrite the following sentences, correcting all errors. Some sentences may contain more than one error.

- A sheriff's deputy saw the teenagers Chevrolet pull out of the alley, driving recklessly without its headlines on, and arrested it's driver.
- The city also said that they cannot silence Sandra Elliston, the woman that fears pollution is likely to effect the neighborhoods 300 residents.
- Seeking more money, publicity, and to help the poor, the churchs members said it wants the city to help it by providing food and offer housing for the homeless.
- The Public Works Department said they could pave the developments road themselves for less than \$1.2 million, the Reoss Company submitted a bid of \$2.74 million.
- A jury awarded almost \$10.5 million to the operators of an abortion clinic that charged that picketers tormented them and there clients. The clinics operators praised the jury's verdict, saying their courage and understanding set a needed precedent.

Week 4 (Part A) Writing Exercise - Libel, Privacy and Newsgathering Issues

Decide which of the following sentences and paragraphs are potentially libelous. Label each statement that is dangerous for the media with a D and each statement that is safe with an S.

- Police officers said they shot and wounded Ira Andrews, a 41 year-old auto mechanic, because he was rushing toward them with a knife.
- Professor Ahmad Anesesi, a microbiologist, said of a paper published by Professor William Baxter, a microbiologist at another university. "These results run contrary to everything we know about microorganisms. I know Baxter has a great reputation, but only a fool would accept his findings without more investigation."

Week 4 (Part B) Writing Exercise - Ethics

Which of the actions below is plagiarism? Add a few sentences to explain your answer.

- To use, without attribution, a five-word phrase from a tweet.
- While working for a television station, to reuse footage shot by another reporter in a previous story.

SLO 2:

Unit 3 Writing Assignment: Investigative Story

Assignment Requirements

Write an Investigative Story that would likely interest a large number of readers and could be published in an upcoming issue of *The Pioneer* (the student newspaper). Prior to writing your article, gather information consulting many sources. The final story must be 600-700 words. The article must be written adhering to Print Copy Format Guidelines for this assignment and utilizing AP Style Guidelines in Appendix B of the textbook. A minimum of two interview sources and an additional three print sources are required for your story. One of the interviews must be conducted in-person or via telephone. The second interview may be conducted via telephone, email or in-person. Utilize the provided interview template when interviewing subjects. The template is required to be completed and turned in for both interview subjects as part of your assignment. The topic for your story is due in Blackboard by **4/8/21** and your story is due by **4/22/21**.

Unit 2 Writing Assignment Requirements	Due Dates
Submit Topic and Interview Subjects in Blackboard	4/8/21
Identify Central Question, Gather Documents and Develop Sources (conduct interviews)	Communicate w/ Instructor as needed in Blackboard
Write Story	Communicate w/ Instructor as needed in Blackboard
Submit Story in Blackboard using Print Copy Format and AP Style Guidelines	4/22/21

Investigative Story Description

Investigative reporting is a form of hard news that digs deeply into an issue that has major implications for the community a news organization serves. News organizations publish stories about the who, what, when, where, why and how. In some cases, they investigate the how and why of the event more deeply to help people make sense of the circumstances or issues involved. An important part of investigative journalism is the reporters themselves. Investigative reporters believe in the importance of what they do. They are concerned with seeking fairness and the truth and with helping those who lack the power to correct something that is wrong.

The Reporter's Guide to Investigative Reporting (Chapter 18/Page 412)

This guide for investigative stories located in your textbook provides a checklist for you to plan for and evaluate your story prior to submission. It offers practical advice when writing your story. I strongly encourage you to reference this list throughout the development of your story.



Assessment Record

Program: SPA 101 - Introductory Spanish I

Assessment period: Fall 2019 - Summer 2020

Program or Department Mission:

- 1) Offer opportunities for students to fulfill foreign language degree requirements.
- 2) Develop the ability to communicate using the Spanish language.
- 3) Develop understanding and appreciation for cultures of Spanish speaking countries.

Course Student Learning Outcomes & Assessment Plan

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Demonstrate knowledge of Spanish vocabulary.</p>	<p>Use vocabulary presented during the course to complete short assignments that involve writing Spanish.</p> <p><u>Example Activity</u> One instructor asked students to write an email using Spanish vocabulary presented in the course, as well as detail words that embellish the writing.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2019 <u>Shelby Campus (Traditional)</u> 51 students assessed. 45 were successful. Successful: 88.2%</p> <p><u>Jefferson Campus (Traditional)</u> 22 students assessed. 22 were successful. Successful: 100%</p> <p><u>Jefferson Campus (Hybrid)</u> 12 students assessed. 11 were successful. Successful: 91.7%</p>	<p>Develop Spanish vocabulary related to everyday topics such as daily routines, fields of study, vacations, pastimes, likes and dislikes.</p> <p>Review connecting words and how to write with detail in order to improve composition skills.</p> <p>Utilize vocabulary resources such as the Quizlet app (flash cards) to expand vocabulary.</p>

			<p><u>Dual Enrollment at HS</u> 26 students assessed. 23 were successful. Successful: 88.5%</p> <p>Spring 2020 – All classes moved online after spring break in response to COVID</p> <p><u>Shelby Campus (Traditional)</u> 53 students assessed. 43 were successful. Successful: 81.1%</p> <p><u>Jefferson Campus (Traditional)</u> 8 students assessed. 5 were successful. Successful: 62.5%</p> <p><u>Jefferson Campus (Hybrid)</u> 16 students assessed. 12 were successful. Successful: 75.0%</p> <p>Summer 2020 <u>Online</u> 67 students assessed. 61 were successful. Successful: 91.0%</p>	
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<p>SLO 2: Demonstrate knowledge of Spanish grammatical structures used in spoken language</p>	<p>Use grammatical structures presented in the course to complete activities that involve speaking Spanish.</p> <p>Link to example rubric One instructor asked students to create recordings and dialogues, answering questions using grammatical structures that cover commonly used conversation topics.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2019</p> <p><u>Shelby Campus (Traditional)</u> 51 students assessed. 45 were successful. Successful: 88.2%</p> <p><u>Jefferson Campus (Traditional)</u> 24 students assessed. 21 were successful. Successful: 87.5%</p> <p><u>Jefferson Campus (Hybrid)</u> 12 students assessed. 11 were successful. Successful: 91.7%</p> <p><u>Dual Enrollment at HS</u> 26 students assessed. 26 were successful. Successful: 100%</p> <p>Spring 2020 – All classes moved online after spring break in response to COVID</p> <p><u>Shelby Campus (Traditional)</u> 53 students assessed. 41 were successful. Successful: 77.4%</p> <p><u>Jefferson Campus (Traditional)</u> 8 students assessed. 5 were successful. Successful: 62.5%</p>	<p>Emphasize using the present tense, gustar + infinitives, tener que + infinitives, ir + a + infinitive construction.</p> <p>Count the number of grammatical errors to determine the severity of impact on communication. Use these results to assign activities that target conjugation forms and concepts required in the spoken language.</p> <p>Due to the pandemic and shifting from in person to online classes, students are adjusting to making recordings for oral assessments.</p>
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			<p><u>Jefferson Campus (Hybrid)</u> 16 students assessed. 10 were successful. Successful: 62.5%</p> <p>Summer 2020 <u>Online</u> 67 students assessed. 61 were successful. Successful: 91.0%</p>	
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<p>SLO 3: Demonstrate knowledge of cultural topics from Spanish speaking countries.</p>	<p>Demonstrate knowledge of Spanish speaking countries by completing assignments that address cultural topics.</p> <p><u>Example Activity</u> One instructor asked students will respond to short-answer questions about culture.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2019 <u>Shelby Campus (Traditional)</u> 51 students assessed. 45 were successful. Successful: 88.2%</p> <p><u>Jefferson Campus (Traditional)</u> 24 students assessed. 22 were successful. Successful: 91.7%</p> <p><u>Jefferson Campus (Hybrid)</u> 12 students assessed. 10 were successful. Successful: 83.3%</p> <p><u>Dual Enrollment at HS</u> 26 students assessed. 24 were successful. Successful: 92.3%</p> <p>Spring 2020 – All classes moved online after spring break in response to COVID.</p> <p><u>Shelby Campus (Traditional)</u> 53 students assessed. 47 were successful. Successful: 88.7%</p> <p><u>Jefferson Campus (Traditional)</u> 8 students assessed. 3 were successful. Successful: 37.5%</p>	<p>Include additional cultural activities from the textbook publisher resources, like the “Encuentro cultural” modules from the e - book Plazas, Lugar de Encuentros, and its platform MindTap (online workbook).</p> <p>Promote opportunities to participate in local events like attending the international village at “Fiesta” (local Hispanic cultural event) will increase cultural awareness.</p> <p>Make more comparisons between the culture studied and the students’ ‘world’ in an effort to obtain greater retention of cultural knowledge.</p>
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			<u>Jefferson Campus (Hybrid)</u> 16 students assessed. 13 were successful. Successful: 81.3% <u>Summer 2020</u> <u>Online</u> 67 students assessed. 60 were successful. Successful: 89.6%	
Plan submission date:			Submitted by: Alan Davis	

SLO 1:

Nombre: _____ Grade: _____ Rewrite: _____

	ACCEPTABLE			UNACCEPTABLE
	TARGET	HIGH	LOW	
	A to A+	C+ to B+	D- to C	
Task Completion	19-20	16-18	13-15	0-12
Did the student complete the assigned task, including all required elements?	All required elements are included.	Almost all required elements are included.	Important elements are not included.	Only a limited number of elements are included.
Overall Comprehensibility	28-30	23-25	20-22	0-19
Is the work comprehensible to a reader accustomed to interacting with students at this level?	The assignment is comprehensible.	The assignment is comprehensible with only a few exceptions.	The assignment is not completely comprehensible.	Major parts of the assignment are not comprehensible.
Accuracy	19-20	16-18	13-15	0-12
Did the student choose appropriate structures to convey the message, use the structures correctly, and employ accurate forms?	Appropriate structures are used, they are used correctly, and forms are accurate.	Most structures are appropriate and are used correctly; most forms are accurate.	Some structures are not appropriate or are not used correctly; some forms are not accurate.	Significant problems exist with choice of structures, correct use of structures, and accuracy of forms.

SLO 2:

Rubric for Oral Interview	
90-100	Task is completed and well executed. Responses are appropriate and well developed. Responses are comprehensible and require no interpretation by the listener. Use of vocabulary and grammar structures is superior.
80-89	Task is completed. Responses are appropriate and adequately developed. Responses are comprehensible and require minimal interpretation by the listener. Use of vocabulary and grammar structures is adequate.
70-79	Task is partially completed. Responses are mostly appropriate but basic. Responses are mostly comprehensible but require interpretation by the listener. Use of vocabulary and grammar structures is less than adequate.
0-69	Task is minimally completed; Responses are frequently inappropriate and incomprehensible. Use of vocabulary and grammar structures is inadequate.



Assessment Record

Program: SPA 102 - Introductory Spanish I

Assessment period: Fall 2019 - Summer 2020

Program or Department Mission:

- 1) Offer opportunities for students to fulfill foreign language degree requirements.
- 2) Develop the ability to communicate using the Spanish language.
- 3) Develop understanding and appreciation for cultures of Spanish speaking countries.

Course Student Learning Outcomes & Assessment Plan

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Demonstrate knowledge of Spanish vocabulary.</p>	<p>Use vocabulary presented during the course to complete short assignments that involve writing Spanish.</p> <p><u>Example Activity</u> One instructor asked students to use Spanish vocabulary to write about themselves and everyday topics such daily routines, fields of study, vacations,</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2019 <u>Jefferson Campus (Traditional)</u> 5 students assessed 4 were successful Successful: 80.0%</p> <p><u>Shelby Campus (Traditional)</u> 14 students assessed 12 were successful Successful: 85.7%</p> <p>Spring 2020 – All classes moved online after spring break in response to COVID</p>	<p>Provide additional assignments that expands the range of vocabulary and help with the use of false cognates.</p> <p>Provide supplemental writing activities that focus on verb usage, adjective agreement, syntax, and sentence development.</p> <p>Incorporate the use of language apps, i.e., “Quizlet” for vocabulary flashcards.</p>

	pastimes, likes and dislikes.		<p>Spring 2020 <u>Jefferson Campus (Traditional)</u> 10 students assessed 10 were successful Successful: 100%</p> <p><u>Shelby Campus (Traditional)</u> 16 students assessed 15 were successful Successful: 93.8%</p> <p><u>Dual Enrollment at HS</u> 24 students assessed 22 were successful Successful: 91.7%</p> <p>Summer 2020 <u>Online</u> 23 students assessed. 18 were successful. Successful: 78.3%</p>	
<p>SLO 2: Demonstrate knowledge of Spanish grammatical structures used in spoken language</p>	<p>Use grammatical structures presented in the course to complete activities that involve speaking Spanish.</p> <p><u>Example Activity</u> One instructor asked students to answer information questions in an interview format by using simple and compound tenses (preterite/Imperfect, present/past participles,</p>	70% of students should meet the intended outcome.	<p>Fall 2019 <u>Jefferson Campus (Traditional)</u> 5 students assessed 5 were successful Successful: 100%</p> <p><u>Shelby Campus (Traditional)</u> 14 students assessed 12 were successful Successful: 85.7%</p> <p>Spring 2020 – All classes moved online after spring break in response to COVID</p>	<p>Target conjugation forms, i.e., assign oral interviews and written essays that contrast tenses.</p> <p>Meet with students to discuss errors in preterite v imperfect when talking about the past.</p>

	<p>reflexive verbs, commands, and manipulation of pronouns) about everyday topics.</p>		<p>Spring 2020 <u>Jefferson Campus (Traditional)</u> 10 students assessed 10 were successful Successful: 100%</p> <p><u>Shelby Campus (Traditional)</u> 16 students assessed 14 were successful Successful: 87.5%</p> <p><u>Dual Enrollment at HS</u> 24 students assessed. 20 were successful. % successful: 83.3 %</p> <p>Summer 2020 <u>Online</u> 23 students assessed. 21 were successful. Successful: 91.3%</p>	
<p>SLO 3: Demonstrate knowledge of cultural topics from Spanish speaking countries.</p>	<p>Demonstrate knowledge of Spanish speaking countries by completing assignments that address cultural topics.</p> <p><u>Example Activity</u> One instructor asked students to write brief paragraphs and responding to short-answer questions about culture.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2019 <u>Jefferson Campus (Traditional)</u> 5 students assessed 3 were successful Successful: 60.0%</p> <p><u>Shelby Campus (Traditional)</u> 14 students assessed 13 were successful Successful: 92.9%</p> <p>Spring 2020 – All classes moved online after spring break in response to COVID</p>	<p>Assign a different country to a group of students to research and report on cultural activities on that country.</p> <p>Assign specific sections of ¡Explora y exprésate! related to Spanish speakers overviewing their history and culture.</p> <p>Incorporate videos about local cultural activities, i.e., attending “Día de los muertos” and “Fiesta” celebrated every fall in our city.</p>

			<p>Spring 2020 <u>Jefferson Campus (Traditional)</u> 10 students assessed 6 were successful Successful: 60.0%</p> <p><u>Shelby Campus (Traditional)</u> 16 students assessed. 15 were successful Successful: 93.8%</p> <p><u>Dual Enrollment at HS</u> 24 students assessed 20 were successful Successful: 83.3%</p> <p>Summer 2020 <u>Online</u> 23 students assessed 18 were successful Successful: 78.3%</p>	
Plan submission date:			Submitted by: Alan Davis	

SLO 1:

Español 2 DE
Unidad 2 Lección 1

Nombre _____
Fecha _____ Período _____

Escoge 1 (uno) de los dos grupos de preguntas para contestar. Escribe en forma de un párrafo. Las respuestas necesitan ser de 7-8 oraciones y tienes que usar por lo menos 4-6 detalles. Da una introducción y una conclusión, y usa vocabulario e información de cultura que aprendiste este semestre. (Write the number you choose in the blank next to the # sign.) _____/24

1. ¿Adónde viajaste para tu última vacación? ¿Por qué fuiste allí? ¿Qué hiciste? ¿Con quiénes fuiste y cuándo? ¿Qué te gustó hacer más? ¿Por cuánto tiempo estuviste allí? Da esta información y más para escribir tu párrafo.
2. ¿Qué te interesa? ¿Por qué? ¿Qué te importa? ¿Por qué? Habla de las cosas y actividades en tu vida que son más importantes para ti. Usa los verbos encantar, interesar, importar y gustar para escribir tu párrafo

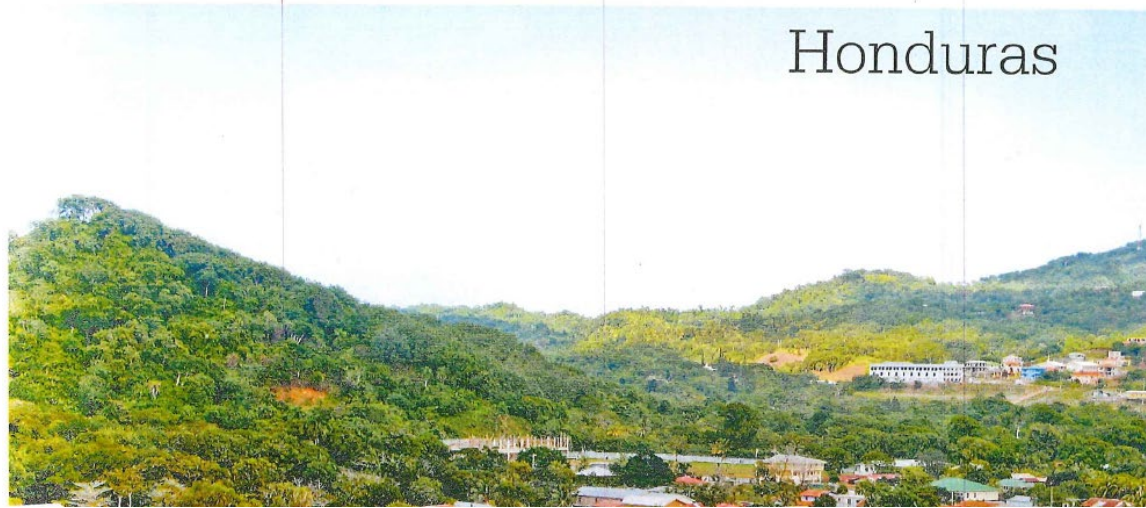
SLO 2:

Name: _____ Grade: _____ Rewrite: _____

CONTENT	(10 pts. max.)
Writing sample provides only minimum information.	2 3
Writing sample provides limited information; the ideas are presented but not developed; lacks supporting ideas.	4 5
Sample provided adequate information; shows some development of ideas; some ideas lack supporting details.	6 7 8
Sample provides very complete information; it is thorough, relevant, on task.	9 10
STYLE AND ORGANIZATION	(10 pts. max.)
Writing sample consist of a series of separate sentences with no connectors; ideas do not flow; reads like a list of disconnected ideas.	3 4 5
Order of sample apparent in the sequence of ideas; although somewhat choppy and /or loosely organized, its main points do stick out.	6 7 8
The sample is logically and effectively ordered; its main points and details are connected through appropriate transition words; it has an excellent flow of ideas.	9 10
SPELLING AND PUNCTUTATION (including accents)	(10 pts. max.)
Spelling errors and errors of punctuation are frequent.	3 4 5
Spelling and punctuation problems are sporadic.	6 7 8
Spelling and punctuation are near perfect.	9 10
VOCABULARY	(20 pts. max.)

SLO 3:

¡Explora y exprésate!





Assessment Record

Program: Communications- SPH 106

Assessment period: 2019-20

Program or Department Mission:

The mission of the Communications Department is to develop in students a desire for excellence in scholarship, an ability to communicate effectively and an appreciation for the humanities. The department endorses the college's Mission Statement and strives to uphold its commitment to learning.

Course Student Learning Outcomes & Assessment Plan

Course Student Learning Outcomes

1. The student will evaluate the validity and reliability of material from sources and use it ethically and effectively in support of an argument.
2. The student listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Students will evaluate the validity and reliability of material from sources and use it ethically and effectively in support of an argument.	Students may demonstrate this ability in a variety of assignments including papers, speeches and group projects.	70% of students will demonstrate satisfactory ability to evaluate and use material from sources ethically and effectively in support of an argument. Sample Rubric	Fall 2019-Summer 2020: <i>88% of students demonstrated satisfactory</i> the ability to evaluate and use material from sources ethically and effectively in support of an argument.	Observations/Changes: Overall, there was a growth in student success regarding the use of support from the previous year. The student success rate climbed from 79.4% to 88% this year. Instructors noted that evaluation and use of support continue to be areas for development. To further emphasize

			<p>Number of Students Assessed: 323 Students assessed/21 sections</p> <p>Annual Summary Shelby: 200/214 (93%) Jefferson: 19/26 (73%) Clanton: 82/102 (80%) Pell City: 22/25 (88%)</p>	<p>and reinforce evaluation and use of support and to increase success rates, instructors will utilize interactive learning modules in McGraw-Hill's Connect Smart Book technology that accompanies the SPH 106 textbook. For next year's assessment, instructors will include an additional class activity for analyzing arguments. An example class activity for analyzing arguments included in the SPH 106 textbook resources for instructors is analysis of support in an argument.</p>
<p>SLO 2: Students will listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.</p>	<p>Rubric to assess active listening, verbal responses, feedback, and other nonverbal communication in an interpersonal communication activity.</p> <p>Instructors may assess this learning outcome in a variety of communication activities/assignments.</p>	<p>70% of students will demonstrate satisfactory ability to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.</p> <p>Sample Rubric</p>	<p>Fall 2019-Summer 2020: <i>91% of students demonstrated satisfactory the ability to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.</i></p> <p>Number of Students Assessed: 344 Students assessed/21 sections</p> <p>Annual Summary Shelby: 210/220 (95%) Jefferson: 19/26 (73%) Clanton: 95/102 (93%) Pell City: 20/28 (71%)</p>	<p>Observations/Changes: All campuses achieved at least 70% success; however, success rates varied from campus to campus. Instructors cited that planning and more time dedicated to the unit on interpersonal communication could improve results. Listening and feedback were recognized as areas for improvement. The department increased available resources for improving interpersonal communication skills and discussed assignments for the various units in the SPH 106 course to determine if more time can be devoted to interpersonal communication by reducing the number of required speeches in the unit on public speaking. To improve development of interpersonal communication skills, instructors will utilize TedTalks on various interpersonal topics as</p>

				well as self-assessment tools. For additional interpersonal communication skills practice, instructors will utilize class activities such as a Discussion of Interpersonal Communication Scenarios.
Plan submission date:			Submitted by:	

SLO 1: Rubric

[Return to SLO 1](#)
[Return to SLO 2](#)

Group Argument Presentation Rubric

Group Presentation Rubric	Needs Improvement	Satisfactory	Excellent
Group communication/presentation <ul style="list-style-type: none"> cobesiveness professionalism 			
Ethos/ethics/credibility <ul style="list-style-type: none"> punctual/prepared appearance/attire credibility statement evidence respectful language oral citations eye contact posture gestures enthusiasm/energy fluency conversational delivery 			
Logos/logical organization of argument/support <ul style="list-style-type: none"> logic/reasoning organization use of support avoidance of fallacies refutation of objections 			
Pathos/appeals to emotions and human needs <ul style="list-style-type: none"> listener relevance links visual aids persuasive language transitions introduction conclusion use of voice facial expressions 			

SLO 1: McGraw Hill Connect Smart Book Technology

Connect Interactive Smart Book & Practice

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THREE FORMS OF PROOF

To persuade an audience you need to know some methods of doing so. Aristotle in his *Rhetoric* wrote about three modes of proof: ethos, pathos, and logos.

Logos refers to persuasion by using logical argument.

Ethos refers to the reputation, or integrity, of the speaker.

Pathos refers to appeals to emotions and human needs.

To complete your SmartBook assignment, you toggle between "reading" and "answering questions", an activity called "Practice". You can do this at any speed you want, but when the icon below is pulsating, SmartBook suggests that you change what you do. In "Practice" you can see how many questions you have left above the progress bar at the bottom of the page.

Inductive reasoning. An inductive argument provides enough specific instances that the listener can make an inferential leap, which illustrates the structure of an inductive argument for more government roads and highways, can lead to an inferential leap, which in turn might lead an audience to

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The three modes of proof discussed in Aristotle's *Rhetoric* are logos, ethos, and pathos. Of these three modes, _____ refers to the reputation, or integrity, of the speaker.

Click the answer you think is right.

pathos

ethos

logos

Do you know the answer?

SUGGESTED RESOURCES

Read About This

Slide

SLO 1: Analyzing Arguments Activity

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Class Activity for Analyzing Arguments

ACTIVITY 14.4 LOGOS, PATHOS, AND ETHOS IN COMMERCIALS

Purpose: This activity will help students explore identification of Aristotle's three rhetorical appeals through examination of YouTube commercials.

Procedure: Tell students that Advertisers have known for years that persuasion occurs more readily when ethos (speaker credibility), pathos (emotion), and logos (logical arguments) reinforce the product they are trying to sell to the public. However, not all commercials use all of these appeals or do so in an ethical manner.

Tell students you would like them to complete this *ethos, pathos, and logos persuasive strategies quiz* by getting out a piece of paper, numbering it to ten, watching each commercial below from YouTube, and determining which of the three appeals is the strongest for each commercial.

1. **Christina Aguleria and World Hunger Relief:** (www.youtube.com/watch?v=5Xlp5EHZl_g)
2. **Nolan's Cheese:** (www.youtube.com/watch?v=6tCfM8UEQv8)
3. **Jennifer Hudson and Weight Watchers:** (www.youtube.com/watch?v=zRUpCtnawDQ)
4. **Fiat 500 Abarth:** (www.youtube.com/watch?v=8MjvRu4v5c)
5. **Allegra D:** (www.youtube.com/watch?v=JQKH-YAZd)
6. **First 1:15 seconds of this P90x clip:** (www.youtube.com/watch?v=urAKm54lyg)
7. **Jessica Simpson and Weight Watchers:** (www.youtube.com/watch?v=gjZPHTjbg)
8. **Lunesta:** (www.youtube.com/watch?v=4mDJAggyCG8)
9. **Huggies:** (www.youtube.com/watch?v=mrY9Mtwagxc)

After the students watch all ten commercials, pair them up with another student in the class and ask them to consider the following discussion questions. After they discuss them in dyad, you can discuss them as an entire class.

- How often did you agree on the primary appeal?
- Discuss your perceptions with one another when you disagreed about the primary appeal.
- Did any of the commercials use these rhetorical strategies in an unethical manner? How so?
- Which appeals (or commercials) were most compelling or persuasive to you, and why?
- How can you apply what you saw here in an upcoming persuasive speech?

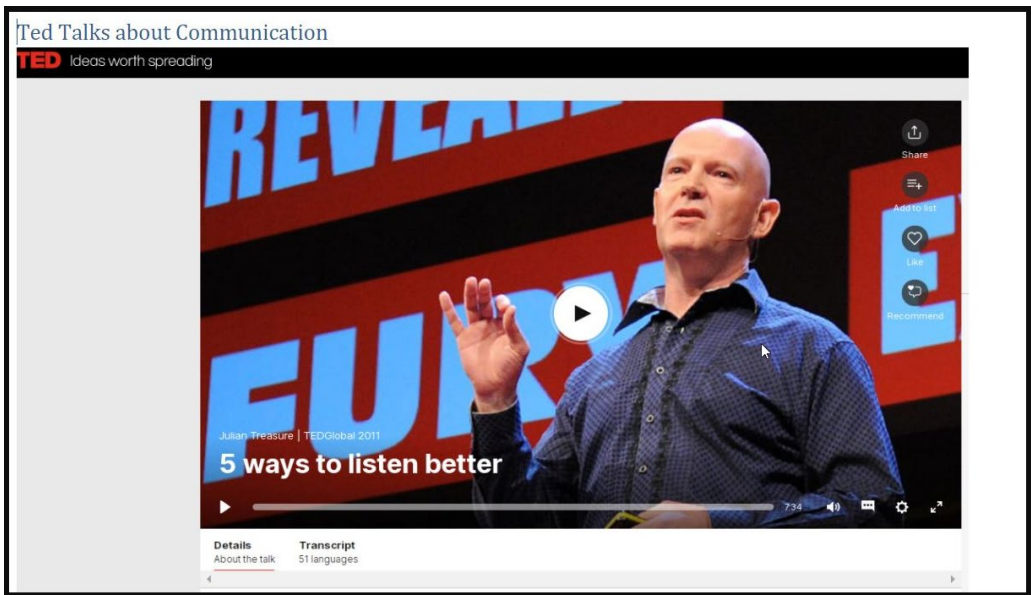
Debriefing: After going through this exercise, students realize that sometimes even in a one-and-a-half-minute commercial, they pick up on different elements that represent the different rhetorical appeals. This demonstrates that, sometimes, we pay more attention to appeals that are more persuasive to us. In most cases, there is one central appeal being targeted in each commercial, but disagreements are interesting to discuss, and it's useful to hear student perspectives, and why they think a commercial qualifies most strongly under different rhetorical appeals.

SLO 2: Rubric

Group Argument Presentation Rubric

Group Presentation Rubric	Needs Improvement	Satisfactory	Excellent
Group communication/presentation <ul style="list-style-type: none"> • cohesiveness • professionalism 			
Ethos/ethics/credibility <ul style="list-style-type: none"> • punctual/prepared • appearance/attire • credibility statement • evidence • respectful language • oral citations • eye contact • posture • gestures • enthusiasm/energy • fluency • conversational delivery 			
Logos/logical organization of argument/support <ul style="list-style-type: none"> • logic/reasoning • organization • use of support • avoidance of fallacies • refutation of objections 			
Pathos/appeals to emotions and human needs <ul style="list-style-type: none"> • listener relevance links • visual aids • persuasive language • transitions • introduction • conclusion • use of voice • facial expressions 			

SLO 2: TEDTalks



[Return to SLO 1](#)

[Return to SLO 2](#)

SLO 2: Interpersonal Communication Scenarios

Interpersonal Communication Scenarios

Discuss the following scenarios with your peers. How would perception checking or "I" statements help resolve the situation? Most of these scenarios will require you to go beyond formulaic statements.

1. You are shy and not confident of your abilities to contribute to the group project. You're not good with writing, can't come up with ideas, and are scared to present. As a result, you have contributed very little to the assignment thus far and are reluctant to volunteer yourself for tasks.
2. You are purchasing software from a vendor. The vendor has been very slow to fix bugs that you have reported, affecting your work.
3. Before going off to vacation, you asked a co-worker to send a document to a client. Upon your return, the client mentions that they never received the document.
4. You are very excited about receiving a job offer. However, the compensation is much lower than you expected.
5. You need to reject a job offer. How can you notify the company without "burning bridges"?
6. You are overwhelmed with your school work recently and are having troubles keeping up. On top of that, there are also things going on in your personal life that are distracting you. Your team members notice that you haven't been contributing.



Assessment Record

Program: Communications- SPH 107

Assessment period: 2019-20

Program or Department Mission:

Course Student Learning Outcomes & Assessment Plan

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Organize, develop, and support an argument in a persuasive speech presentation.</p>	<p>A persuasive speech presentation where a rubric is used to assess organization, use of support, and development/rhetorical strategies.</p> <p>Sections IV (Use of Support) & VI (Persuasive Strategy) of Persuasive Speech Assessment Rubric PERSUASIVE RUBRIC</p>	<p>70% of students will demonstrate satisfactory organization, development, and support in a persuasive speech argument.</p>	<p>Fall 2019-Summer 2020: 89% of students demonstrated effective organization, development, and support of arguments according to the persuasive speech rubric criteria.</p> <p>Number of Students Assessed: 189 Students assessed/12 sections</p>	<p>Observations/Changes: Instructors noted that students continued to need assistance with development of arguments and supporting claims in the persuasive speech. To address weak areas, instructors suggested using sample student speech videos as examples of logical arguments, use of ethos, and pathos as support to improve learning outcomes.</p> <p>To enhance students' ability to organize, develop, and support arguments in the persuasive</p>

			<p>Annual Summary Shelby: 116/126 (92%)</p> <p>Jefferson: 26/30 (87%)</p> <p>Dual ENRL: 20/23 (87%)</p> <p>Clanton: 15/20 (75%)</p> <p>Pell City: 12/14 (86%)</p>	<p>speech, the department will examine textbooks for this course for 2020-2021.</p> <p>Instructors will include a discussion of organization, development, and support an argument in a sample persuasive speech, examining both Needs Improvement and Final Version student speech videos available with the new Lucas text for SPH 107. Scaffolding and opportunities for providing feedback, such as having students submit topic proposals and outline drafts during the preparation process, will be further implemented to improve development of arguments.</p>
<p>SLO 2: Adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.</p>	<p>A persuasive speech presentation where a rubric is used to assess audience adaptation, use of language, and nonverbal communication</p> <p>Sections I (Introduction), III (Communication Process & Audience Adaptation), V (Nonverbal Delivery) of Persuasive Speech Assessment Rubric. PERSUASIVE RUBRIC</p>	<p>70% of students will demonstrate satisfactory ability to adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.</p>	<p>Fall 2019-Summer 2020: 90% of students demonstrated satisfactory ability to adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation according to the persuasive speech rubric criteria.</p> <p>Number of Students Assessed: 192 Students assessed/12 sections</p> <p>Annual Summary</p>	<p>Observations/Changes: All campuses exceeded 70%. Instructors cited the necessity to examine needs improvement and final version sample speeches, discussing improvement of audience adaptation and use of rhetorical strategies in the improved versions. To strengthen the ability of students to adapt to the needs of a culturally diverse audience, instructors will include discussion of audience adaptation and rhetorical strategies in example speeches that accompany the Lucas text (needs improvement and final version examples). Using interactive learning</p>

			Shelby: 118/126 (94%) Jefferson: 25/30 (83%) Dual ENRL: 22/23 (96%) Clanton: 15/20 (75%) Pell City: 12/14 (86%)	modules in McGraw-Hill's Connect for the Lucas text, instructors will reinforce instruction and practice regarding audience adaptation and persuasive appeals.
Plan submission date:			Submitted by:	

SLO 1:











Persuasive Speech Assessment Rubric

0=missing; 1=inadequate; 2=poor/needs improvement; 3=satisfactory/somewhat effective; 4=effective; 5=very effective

- I. *Introduction* _____/20
0 1 2 3 4 5 Gained attention and interest: attention-getter, set tone
0 1 2 3 4 5 Motivated audience to listen: listener relevance, established common ground
0 1 2 3 4 5 Established credibility: credibility statement, created bond of goodwill
0 1 2 3 4 5 Provided thesis statement/central idea preview
- II. *Organization* _____/15
0 1 2 3 4 5 Appropriate method of organization used
0 1 2 3 4 5 Transitions effective
0 1 2 3 4 5 Main points clearly identified and well organized
- III. *Speech Communication Process & Audience Adaptation* _____/20
0 1 2 3 4 5 Thesis appropriate for audience & occasion stated clearly
0 1 2 3 4 5 Language: proper grammar, appropriate diction/word choice
0 1 2 3 4 5 Audience adaptation: related to audience throughout, included listener relevance links
0 1 2 3 4 5 Fluency: appropriate pauses, absence of vocal fillers
- IV. *Use of Support* _____/25
0 1 2 3 4 5 Quality: credible sources
0 1 2 3 4 5 Quantity: variety of sources and types of support, enough to establish points
0 1 2 3 4 5 Oral citations: used effectively, cited correctly
0 1 2 3 4 5 Presentational aids: content, quality, appearance, use
0 1 2 3 4 5 Refuted objections to case/claim
- V. *Nonverbal Communication/Delivery* _____/30
0 1 2 3 4 5 Level of animation: confidence & dynamism, facial expression
0 1 2 3 4 5 Voice clarity: intelligibility, vocal variety, expressiveness, emphasis
0 1 2 3 4 5 Posture & gestures: appropriate, reinforcing, motivated movement
0 1 2 3 4 5 Extemporaneous delivery: use of notes, conversational tone
0 1 2 3 4 5 Use of eye contact: expected standard 80-90% direct eye contact
0 1 2 3 4 5 Appearance: appropriate attire, established credibility

SLO 1:

Sample Speeches – Organizing & Using Support Examples

-  08.01 Living in America excerpt (Brief Examples)
-  08.02 Caring for America's Veterans excerpt (Extended Examples)
-  08.03 Eating Organic: A Healthy Choice excerpt (Hypothetical Examples)
-  08.04 Changing Lives Through the Literacy Network excerpt (Examples)
-  08.05 Stuck in Traffic excerpt (Statistics)
-  08.06 The Refugee Crisis excerpt (Statistics)
-  08.07 Getting the Lead Out excerpt (Testimony)
-  09.01 Yoga: Uniting Mind, Body, and Spirit excerpt (Main Points)
-  09.02 The Wrath of Hurricanes excerpt (Spatial Order)
-  09.03 The Horror of Puppy Mills excerpt (Problem-Solution Order)

SLO 1:

Needs Improvement & Final Version Sample Student Speech Videos with Lucas Text for SPH 107

media

search

[← back to media home](#)

needs improvement

showing 1-8 of 8 results for *needs improvement* **View:** all video audio

browse

[▶ The Art of Publ...](#)

- Needs Improvement Speech: Fearless >
- Needs Improvement Speech: Medical Robots: From Science Fiction to Science Fact >
- Needs Improvement Speech: Phony Pharmaceuticals >
- Needs Improvement Speech: Pot, Soil, Water >
- Needs Improvement Speech: Supervolcanoes, The Sleeping Giants >
- Needs Improvement Speech: Tap, Tap, Tap >
- Needs Improvement Speech: The Courtyard >
- Needs Improvement Speech: The Hidden World of Chili Peppers >

- 16.06 Getting the Lead Out (Persuasive Speech)
- 16.07 The Living Wage Solution (Persuasive Speech)
- 16.08 Phony Pharmaceuticals (Persuasive Speech)
- 16.09 The Dangers of Cell Phones (Persuasive Speech)
- 16.10 The Horrors of Puppy Mills (Persuasive Speech)
- 16.11 Making a Difference Through the Special Olympics (Persuasive Speech)
- 16.12 Burstling the Antibacterial Bubble (Persuasive Speech)
- 17.05 Changing Lives Through the Literacy Network (Persuasive Speech)
- 19.01 charity: water (Persuasive Speech)
- A.03 The Living-Wage Solution (Persuasive Speech)
- A.04 Phony Pharmaceuticals (Persuasive Speech)
- Speaking Persuasively

SLO 2:

Persuasive Speech Assessment Rubric

0=missing; 1=inadequate; 2=poor/needs improvement; 3=satisfactory/somewhat effective; 4=effective; 5=very effective

- I. *Introduction* _____/20
- 0 1 2 3 4 5 Gained attention and interest: attention-getter, set tone
 - 0 1 2 3 4 5 Motivated audience to listen: listener relevance, established common ground
 - 0 1 2 3 4 5 Established credibility: credibility statement, created bond of goodwill
 - 0 1 2 3 4 5 Provided thesis statement/central idea preview
- II. *Organization* _____/15
- 0 1 2 3 4 5 Appropriate method of organization used
 - 0 1 2 3 4 5 Transitions effective
 - 0 1 2 3 4 5 Main points clearly identified and well organized
- III. *Speech Communication Process & Audience Adaptation* _____/20
- 0 1 2 3 4 5 Thesis appropriate for audience & occasion stated clearly
 - 0 1 2 3 4 5 Language: proper grammar, appropriate diction/word choice
 - 0 1 2 3 4 5 Audience adaptation: related to audience throughout, included listener relevance links
 - 0 1 2 3 4 5 Fluency: appropriate pauses, absence of vocal fillers
- IV. *Use of Support* _____/25
- 0 1 2 3 4 5 Quality: credible sources
 - 0 1 2 3 4 5 Quantity: variety of sources and types of support, enough to establish points
 - 0 1 2 3 4 5 Oral citations: used effectively, cited correctly
 - 0 1 2 3 4 5 Presentational aids: content, quality, appearance, use
 - 0 1 2 3 4 5 Refuted objections to case claim
- V. *Nonverbal Communication/Delivery* _____/30
- 0 1 2 3 4 5 Level of animation: confidence & dynamism, facial expression
 - 0 1 2 3 4 5 Voice clarity: intelligibility, vocal variety, expressiveness, emphasis
 - 0 1 2 3 4 5 Posture & gestures: appropriate, reinforcing, motivated movement
 - 0 1 2 3 4 5 Extemporaneous delivery: use of notes, conversational tone
 - 0 1 2 3 4 5 Use of eye contact: expected standard 80-90% direct eye contact
 - 0 1 2 3 4 5 Appearance: appropriate attire, established credibility

SLO 2:

Speech Videos for Audience Adaptation

 14.07 Supervolcanoes: The Sleeping Giants excerpt (Explaining Visual Aids)

 14.08 The Living-Wage Solution excerpt (Practicing with Visual Aids)

 14.09 Visual Aids

 15.01 Confucianism excerpt (Concepts)

 15.02 Not Your Everyday Competition excerpt (Relating Subject)

 15.03 Don't Let the Bed Bugs Bite excerpt (Relating Subject)

 15.04 Family Homelessness excerpt (Personalizing Ideas)

 15.05 Lady Liberty excerpt (Being Creative)

 12.01 The Plague of Asian Carp excerpt (Concrete Words)

 12.02 Ida B. Wells excerpt (Vivid Language)

 13.01 Lady Liberty excerpt (Speaking Extemporaneously)

 13.02 Questions of Culture excerpt (Vocal Variety)

 13.03 Third-Culture Kid excerpt (Gestures)

 13.04 Making a Difference Through the Special Olympics excerpt (Eye Contact)

 14.01 CPR excerpt (Objects and Models)

 14.02 The Splendor of Angkor Wat excerpt (Photographs and Drawings)

 14.03 How We Eat excerpt (Graphs)

 14.04 Risks and Rewards of Work excerpt (Charts)

 14.05 Using a Tourniquet to Save a Life excerpt (Speaker as Visual Aid)

 14.06 Medical Robots: From Science Fiction to Science Fact excerpt (Presentation Technology)
