



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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
<p>SLO 1: Demonstrate reading comprehension competence appropriate for college-level reading.</p>	<p>Direct Assessment: Evaluate one assignment (test or reading response) to assess ability to comprehend one college-level reading.</p>	<p>Direct Assessment: 70% of students reach at least a “Satisfactory” level on Passage-based Reading, including comprehending main idea, supporting detail, inference, and author’s purpose/strategy/tone on rubric below</p>	<p><u>Fall 2020-Summer 2021:</u> 176/217 students fulfilled this outcome. (81%) Number of Students Assessed 217 Students assessed/18 sections <u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 139/179 (78%) Jefferson: 23/23 (100%)</p>	<p>Observations/Changes: In support of students in both in-person and online instruction delivery, ENR 098 instructors will continue to emphasize reading comprehension and vocabulary development, including “Active Reading” slideshows to help students learn to annotate and critically analyze the selections and assignments, reading comprehension quizzes to test</p>

			Clanton: 6/7 (86%) Pell City: 8/8 (100%)	students on basic understanding and application of major course readings, and strategies for using context clues to decode unfamiliar terminology . Going forward, instructors will utilize the University of North Carolina Learning Center’s handout on “Reading Comprehension Tips” since it is more concise. Instructors will continue to use quizzes since they are successful in gauging students’ comprehension of assigned readings.
SLO 2: 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.	Direct Assessment: Evaluate one essay for correct use of Standard English and levels of sentence variety.	Direct Assessment: 70 % of students reach at least a “Satisfactory” level on rubric below	<u>Fall 2020 - Summer 2021:</u> 150/207 students fulfilled this outcome. (72%) Number of Students Assessed 207 Students assessed/18 sections <u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 119/174 (68%) Jefferson: 23/23 (100%) Clanton: 2/2 (100%) Pell City: 6/8 (75%)	Observations/Changes: Instructors required students to use Norton’s InQuizitive for Writers or McGraw-Hill’s Connect , adaptive software that include quizzes on grammar, syntax, and mechanics to help supplement instruction. Students that actively engaged with InQuizitive or Connect were more successful applying Standard English in paragraphs and essays, a requirement on each composition assignment sheet (for example, Paragraph #2 and Essay #1). With each written assignment, students gained more proficiency in this area. Since InQuizitive for Writers and Connect are adaptive and have resulted in better application of Standard English in students’ writing, instructors will continue to use these platforms for supplemental instruction. Additionally, instructors will add links to JSCC’s Virtual Writing Center on their Blackboard pages to help students improve this area of their writing.
SLO 3: Create a thesis statement using specific examples, facts,	Direct Assessment: Evaluate one essay to assess ability to	Direct Assessment: 70% of students reach at least a “Satisfactory” level on rubric below	<u>Fall 2020-Summer 2021:</u> 160/207 students fulfilled this outcome. (77%)	Observations/Changes: Instructional materials used to help students successfully create thesis statements that were supported

<p>or details that is developed in coherent, cohesive, and supportive body paragraphs.</p>	<p>express a central idea which is supported in a cohesive multi-paragraph essay.</p>		<p>Number of Students Assessed 207 Students assessed/18 sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 131/174 (75%) Jefferson: 21/23 (91%) Clanton: 2/2 (100%) Pell City: 6/8 (75%)</p>	<p>in cohesive compositions include “The Essay” slideshow, Essay checklists, and The Writer’s Handbook. Additionally, instructors included other online resources to provide students with personalized feedback on their writing. JSCC’s Virtual Writing Center and “Schedule an Appointment” links were placed in Blackboard courses to provide personalized support. Since these resources bolstered student success, instructors will continue to integrate these materials in their classes. Additionally, drafting workshops will be conducted in in-person classes that will feature instructor discussion. Peer review workshops will also be added to in-person classes to give students practice in reviewing each other’s work.</p>
<p>Plan submission date:</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:

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 quick (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:

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 work).

- Read the essay or article introduction
- Highlight the thesis or main argument(s)

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 essays 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 Reciting

- When reciting, 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
 - Narrow down 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

- Ultimately, active 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 create an essay. This will 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 D., and Tracie G. Smith. *The Pop Culture Zone: Writing Critically about Popular Culture*. 2nd ed. Cengage Learning, 2015.

SLO 1:

1. Multiple Choice: According to Warner, what is the reason... Points: 5

Question: According to Warner, what is the reason why many students (that is, future employees) can't write?

Answer: Lack of rigor
 Overuse of cell phones
 Bad teachers
 Students do exactly what they have been trained to do by the education system.

Incorrect Feedback: See pages 1-2 of Warner's article. In these pages, Warner lists and dismisses why many people believe students can't write before concluding on page 2: "They're [students] doing exactly what we've trained them to do: that's the problem."

2. True/False: True or False: Warner argues that the... Points: 1

Question: True or False: Warner argues that the 5-paragraph essay is the best way to teach students how to write.

Answer: True
 False

Incorrect Feedback: On page 3, Warner claims "When it comes to teaching writing, we've been doing something similar, giving students training wheels that actively work against their ability to learn how to write. The worst of those training wheels is the five-paragraph essay."

3. Multiple Choice: Warner explains that placing training... Points: 1

Question: Warner explains that placing training wheels on a bike prevents children from learning the essential skill of balance. According to Warner, what is the writing skill that is the equivalent of balance on a bike?

Answer: Choice
 Fear
 The 5-paragraph essay
 Balance

Incorrect Feedback: On Page 5, Warner states: "They're not exactly enthusiastic about it—you should see that 'ugh' faces when I even say the words 'five-paragraph essay'—but instead of giving them more rules, I introduce them to the skill that is the writing equivalent of balance when it comes to riding a bicycle."
Choice: To write is to make choices, word by word, sentence by sentence, paragraph by paragraph. Writers choose what they want to write about, whom they want to write to, and why they're writing.

SLO 1:

ENR 090|
Using Context Clues to **Decode** (extract meaning from) Unfamiliar Words

You will not always have the opportunity to use a dictionary or dictionary app to define unfamiliar terminology as you read, so using **context** (surrounding situation or significance) clues to make an educated guess about the meaning of unfamiliar words is a valuable skill.

1. Sometimes a sentence contains an actual definition of an unfamiliar term, so read the entire sentence to see if the term is explained. Look for **signal words** (words alerting you to a particular situation or condition) or punctuation indicating that a definition is present: *also known as, in other words, meaning/which means, and the use of commas, dashes, or parentheses, which often enclose a definition.*

Ex: I have filed suit against my neighbor for failing to keep his dogs properly enclosed, **meaning** that I am the plaintiff in the case.

*****Meaning** is the signal word indicating that a definition for **plaintiff** will be introduced.

Ex: I have two entirely different daughters: one who challenges me about everything and one who is very **compliant, always willing to do as she is told.**

***The comma introducing **always willing to do as she is told** indicates that it is likely the definition for **compliant**.

2. You may also be able to use a **synonym**, or word that means essentially the same thing as another word, that is present in the sentence to determine the meaning of an unfamiliar word. **Signal words** indicating synonyms: *like/likewise, or, same, similarly, too, also known as* and the use of *commas, dashes, or parentheses*

Ex: Ex: Water intake is vital to healthy kidney function, so **doctors who specialize in kidney-related issues, or nephrologists,** advise drinking approximately sixty-four ounces of water per day.

***The commas setting off **nephrologists**, as well as the use of *or* to introduce the term indicates that it is a synonym for **doctors who specialize in kidney-related issues**.

Ex: My aunt left me a large sum of money in her will, and I have benefited from her **largesse, or generous gift.**

***The signal word **or** indicates that a definition for **largesse** will be introduced.)

3. A sentence may contain an **antonym**, or word that means the opposite of another word, to provide insight into the meaning of an unfamiliar word. **Signal words** indicating antonyms: *but, conversely, in contrast, however, on the other hand, unfortunately*

Ex: I had hoped for understanding from my parents when I made a "C" in physics last semester; **however,** they launched into a **diatribe (bitter criticism)** about what they perceived as a lack of focus and effort that left me in tears.

***The signal word **however** indicates that **diatribe** has roughly the **opposite meaning** of **understanding**. Additionally, a reaction that centers on someone's "lack of focus and effort" and ends in that person's tears represents the **opposite** of **understanding**.

Ex: They later apologized for the diatribe, **but** that did not **ameliorate (improve; make better or more bearable)** the hurtful things they had said before or the way they made me feel.

***The signal word **but** indicates that **did not ameliorate** has roughly the opposite effect of **apologize**, meaning it failed to make amends on the matter.)

4. If an unfamiliar word is included in a list of terms, determine whether the words you are familiar with in the list have positive or negative connotations, and assume the unfamiliar word has the same connotation and general meaning.

Ex: I am fascinated by the true crime shows on television, ones that explore the inner workings of thieves, murderers, kidnappers, and other **miscreants (vicious, depraved, or villainous person)**.

SLO 1:

THE LEARNING CENTER • University of North Carolina at Chapel Hill

Reading Comprehension Tips

Do you ever feel overwhelmed with the amount of reading you have? Do you ever have trouble staying focused and motivated while reading? Do you sometimes have difficulty understanding and remembering what you read? If so, you're not alone. Many students struggle with these things because reading in college can be challenging, time-consuming, and lot more rigorous than high school; however, with some effective strategies, you can make your reading time meaningful, focused, and productive.

Active reading

Research shows that you retain more when you actively engage and interact with texts, as opposed to simply reading and re-reading without a clear purpose. Many students can relate to the type of reading that involves copying down pages of notes word-for-word from the text or simply scanning over pages without really reading them or interacting at all. While these two approaches are on opposite ends of the spectrum, neither of them engages your brain in a way that elicits deep understanding and retention. Active reading engages your brain in effective strategies that force your brain to interact with the text before, during, and after reading and that help you better gauge what you are (and aren't) learning.

Before reading

Although many students don't think about this step, engaging with a text before reading can crucially boost your understanding and retention. Below are some active reading strategies to use before you read.

Know your purpose

Yes, you're reading because your professor told you to do so, but there is more to it than that. What will you be asked to do with the information you gather from your reading assignment? Reading in preparation for a multiple-choice exam requires a greater attention to detail (think keywords, definitions, dates and specific concepts and examples) than reading to prepare for discussion or to write an essay (think main points and relationships). Consider your purpose for reading and what you need to be able to understand, know, or do after reading. Keep this purpose in mind as you read.

Integrate prior knowledge

You already know so much; why not help yourself out? Before previewing the text, determine what you already know about the material you are to read. Think about how the reading relates to other course topics, and ask why your professor might have assigned the text. Identify personal experiences or second-hand knowledge that relates to the topic. Make a list of things you want to know about the text or questions that you want to try to answer while reading.

Preview the text

Don't jump in all at once. Give the text an initial glance, noting headings, diagrams, tables, pictures, bolded words, summaries, and key questions. Consider reading introductions and conclusions to gather main ideas. After you preview, predict what the section or chapter will be about and what the main concepts are going to be.

Plan to break your reading into manageable chunks

Do you have five days to read twenty pages? Read four pages a night. Twenty pages in only one night? Read four pages and then take a fifteen-minute break to rest your mind and move your body. Taking breaks while reading improves focus, motivation, understanding, and retention. Plus, it's healthier for our bodies! Try using a [weekly calendar](#) or the [Pomodoro Technique](#) to break up and schedule your time.

Decide whether and how to read from a screen

Especially if you are taking courses online or studying remotely, some of your course materials may be in a digital format, such as online journal articles or electronic textbooks. Before you read, decide if your reading is something you could and would want to print out. Sometimes it is easier to grasp content when it is on paper. If this is not your preference or is not an option, make reading breaks an even higher priority, consider adjusting your screen, and be strategic about the time of day when you are reading in order to avoid eye strain or headaches.

While reading

Keeping your brain active and engaged while you read decreases distractions, mind-wandering, and confusion. Try some of these strategies to keep yourself focused on the text and engaged in critical thinking about the text while you read.

Self-monitor

The only one who can make sure you're engaged while reading is you! If you are able to think about what you will eat for dinner or what will happen next on that Netflix show you love, you are no longer paying attention! As soon as you notice your mind drifting, STOP and consider your needs. Do you

SLO 1:

ENR 098, Traditional

Fall 2021

ENR 098: Writing & Reading for College Syllabus

Class Section:

Tuesday/Thursday (CRN 10293) from 8:15am-9:55am; PCC 223



(Picture of a quote from Neil Gaiman with the phrase "This is how you do it: you sit down at the keyboard and you put one word after another until it's done. It's that easy, and that hard.")

Instructor: Haley E. Kendrick

(You may call me Mrs. Kendrick, Mrs. K, or Haley)

JSCC Email: hkendrick@jccfernonstate.edu

(Email is the preferred method for communication when outside of class.)

Phone Number: 205-812-2719

Office: PCC 130

Office Hours: Monday from 11:15am-1:25pm; Tuesday & Wednesday from 11:15am-1:15pm

1. JSCC'S GENERAL COURSE OVERVIEW: This course integrates reading and writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Reading skills will center on processes for literal and critical comprehension, as well as the development of vocabulary skills. Writing skills will focus on using an effective writing process including generating ideas, drafting, organizing, revising and editing to produce competent essays using standard written English. This course may include a one-hour lab component.

2. REQUIRED MATERIALS:

- You will need computer access and a reliable internet connection to view course materials. The majority of the coursework will be found on Blackboard. You will not be required to buy a traditional textbook for this course.
- The only item you will purchase is Norton's *InQuizitive*. A digital platform for adaptive learning, *InQuizitive* will help you build reading and writing skills with emphasis on grammar, syntax, mechanics, and documentation. I am currently waiting on the correct code to purchase this item from our Norton Representative. I will let you know in class and on Blackboard when it becomes available. The purchase cost should be no more than \$20.00; in fact, it should be more like \$15.00. If you have any issues in purchasing this material once it becomes available, please let me know.
- Microsoft Word (which all JSCC students have access to via Office 365; there is a tutorial

ENR 098, Traditional

Fall 2021

on the "Tutorials & Other Resources" page on Blackboard.)

- I don't mind if you use another word processor to type your documents (like Google Docs or Apple's Pages). However, be aware that you **MUST** convert the files to a Microsoft Word document in order to submit for this course. Consequences for not submitting the correct file type will be discussed later in this syllabus.

3. GENERAL COURSE COMPETENCIES: To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- The student will locate textual information; describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- The student will comprehend and use vocabulary effectively in oral communication, reading, and writing.
- The student will identify and analyze the author's message across a variety of texts.
- The student will describe and apply insights gained from reading and writing a variety of texts.
- The student will write effective sentences using varied structures.
- The student will compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer's purpose.
- The student will demonstrate the ability to use an effective writing process to produce paragraphs and brief compositions in Standard English.
- The student will recognize and apply the conventions of Standard English in reading and writing.

4. GRADED MATERIALS:

- | | |
|---|-------------------|
| • Compositions | 340 points |
| ◦ "Paragraph" #1: Survival Plan (20 points) | |
| ◦ Paragraph #2: Writing about Your Writing (40) | |
| ◦ Paragraph #3: Writing about Another's Writing (40) | |
| ◦ Paragraph #4: Quote Application (40) | |
| ◦ Essay #1: Author's Choice (100 points) | |
| ◦ Essay #2: Writing Philosophy (100 points) | |
| • InQuizitive Exercises (18 exercises at 10 points each) | 180 points |
| • Professionalism | 145 points |
| ◦ Writing Sample (5 points) | |
| ◦ Reading/Viewing/Listening Quizzes (7 quizzes at 10 points each=70 points) | |
| ◦ Formative Drafts of Paragraphs 2-4 (3 drafts at 10 points each=30 points) | |
| ◦ Detailed Outline for Essay #1 (10 points) | |
| ◦ Essay #2 Plan (10 points) | |
| ◦ Self-Review [for Essays] (2 reviews at 10 points each=20 points) | |
| • Tests | 65 points |
| ◦ Syllabus Test (15 points) | |
| ◦ Final Exam—Multiple Choice (50 points) | |
| Total Points in Course: | 730 points |

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:



The Little Seagull Handbook

FOURTH EDITION

Richard Bullock, Michal Brody, and Francine Weinberg



InQuizitive for Writers
Formative Adaptive Quizzing

SELECT A STUDENT SET

Export This Data

Student Grades

Create Custom InQuizitive Assignment

ASSIGNMENT TITLE	GRADES ACCEPTED UNTIL	SUBMITTED GRADES	AVG. TIME SPENT (MM:SS)	AVG. GRADE
How to Use InQuizitive	—	—	—	—
How to Make the Most of <i>The Little Seagull</i>	—	—	—	—
Editing the Errors That Matter (A Comprehensive Activity)	—	—	—	—
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	—	—	—	—

SLO 2:

▼ Week 3			
	Reading and Writing as a Complementary Process	8/26/2021-9/5/2021	
	Reading, Vocabulary and Study Skills	8/26/2021-9/5/2021	
	Writing in Response to Reading	8/26/2021-9/5/2021	
▼ Week 4			
	Reading to Infer/Writing to Imply	8/26/2021-9/12/2021	
	Parts of Speech Review	8/26/2021-9/12/2021	
▼ Week 5			
	Spelling and Word Use	8/26/2021-9/19/2021	
	Capitalization	8/26/2021-9/19/2021	
▼ Week 6			
	Subject-Verb Agreement	8/26/2021-9/26/2021	
	Verbs: Form, Tense and Other Information	8/26/2021-9/26/2021	

SLO 2:

ENG 098

Spring 2021

Paragraph #2: Writing About Your Writing

Point Value: 10 points for Formative (First) Draft / 40 points for Summative (Final) Draft

Due Dates:

- **Formative Draft:** Friday, January 22nd at 11:59pm on Blackboard
 - Please submit in the "Submit Your Assignments Here" page via the "Formative Draft of Paragraph #2" link.
 - Make sure to check my feedback on your paragraph; this will be available on Blackboard by Tuesday, January 26th, in the afternoon.
- **Summative Draft:** Friday, January 29th at 11:59pm on Blackboard
 - Please submit the revised/rewritten version of your paragraph in the "Submit Your Assignments Here" page via the "Summative Submission of Paragraph #2" link.

Assignment Overview: Here at the beginning of the term, I would like for you to begin thinking about your identity as a writer. In a clear and cohesive paragraph, answer the following two questions that John Warner poses in "Our Writing 'Crisis'":

- *Who are you as a writer?*
 - In order to answer this larger question, it might be helpful to reflect on your past writing experiences. How has a specific experience (or a series of experiences) shaped you into the writer you are today?
- *Who do you want to be as a writer?*
 - In order to answer this larger question, it might be helpful to think of the role (or roles) writing might play in your future and/or your personal writing goals.

As you prepare to write, remember to try out some of the brainstorming strategies covered in the UNC Learning Center's "Brainstorming" article. Furthermore, as you craft and revise your paragraph, refer back to the UNC Learning Center's "Paragraphing" article to review the basic set-up of a paragraph.

Purpose: As Warner notes, it is important that students view themselves as writers in order to progress as writers. This paragraph not only allows you to gauge your current writing here at the beginning of the term, but it will also help establish what your goals for writing are moving forward. This assignment will also challenge you to begin thinking about the structure of your writing.

Other Requirements: You will also be responsible for the following:

- This document must be placed in appropriate MLA format. This includes:
 - Times New Roman, 12-point font
 - A 4-line heading
 - Double-spacing
 - Correct pagination
 - Original Title
- I am looking for a minimum length of 1 paragraph for this assignment. However, you are more than welcome to write more than 1 paragraph should your ideas require additional space.
- Substantive revision/rewriting must take place between the formative draft and the summative draft. For more information, please see the below "Grading" section.

Grading:

- **Formative Grading:** Your formative draft is graded on a pass/fail basis. If you turn in a completed draft of your paragraph, then you will receive full points. On the other hand, if you submit a partial draft or no draft, then you will receive no points. Please keep the following in mind: even if you earn full points, your 10/10 does not mean that your paragraph is perfect. You must check my feedback on your work. Again, my feedback will be available on Blackboard on Tuesday, January 26th in the afternoon.
- **Summative Grading:** You will revise/rewrite the paragraph before submitting the summative (or final) draft the following week. The below rubric will be used to evaluate the summative draft. I recommend that you refer to this rubric often as you work.

Effectiveness	<input type="checkbox"/> Do you effectively answer the two questions listed in the assignment sheet? That is, do you detail your current identity as a writer <i>and</i> describe the writer you wish to become? <input type="checkbox"/> Is the length effective in answering each question?
Organization/Clarity	<input type="checkbox"/> Does your paragraph open with an intentional topic sentence/controlling idea? <input type="checkbox"/> Do your supporting ideas line up in a clear and meaningful way? <input type="checkbox"/> Do you use transitions to help connect each idea? <input type="checkbox"/> Does the paragraph include a concluding sentence (or a series of concluding sentences) that wraps up the paragraph and/or leads the audience out of the paragraph? <input type="checkbox"/> Overall, is the assignment easy to follow?
Revision/Rewriting	<input type="checkbox"/> Has substantive revision/rewriting taken place between the formative and summative drafts? <input type="checkbox"/> Is it clear that you internalized my feedback and applied it to the summative draft? <input type="checkbox"/> Has the quality of the piece improved in the summative draft?
Grammar	<input type="checkbox"/> Has the paragraph undergone basic proofreading? While I am not expecting perfection here, I do want to see that you have thoroughly read through your work and tried to use your best language skills.
Format Requirements	<input type="checkbox"/> Is the assignment placed in a Microsoft Word document that is labeled LastName_FirstName_Paragraphs2? (Please be sure to use your name in this label.) <input type="checkbox"/> Is the paragraph written in Times New Roman, 12-point font? <input type="checkbox"/> Does the assignment include consistent double-spacing (with no extra spacing between each section)? <input type="checkbox"/> Is the opening line of the paragraph(s) indented ½ inch? <input type="checkbox"/> Is the author's last name and the page number included in the upper right-hand corner of the page? <input type="checkbox"/> Does the paper include appropriate 4-line heading information on the top left-hand side of the (first) page? <input type="checkbox"/> Does the paragraph include 1-inch margins? <input type="checkbox"/> Does the paragraph include an original title that relates to the content of the paragraph? Is the title centered on the line below the date? Does the title have appropriate capitalization? Is the title formatted like the remainder of the assignment (no underlining, bold, all-caps, italicizing, etc.)?

SLO 2:

ENR 098

Essay #1: Author's Choice

Spring 2021

Point Value: 100 points

Due Date: Friday, April 2nd by 11:59pm

- Please submit your essay in the "Submit Your Assignments Here" page via the "Essay #1: Author's Choice" link.

Assignment Overview: For this assignment, you will expand one of your previous writings into a multiple paragraph essay that includes an introduction, body, and conclusion. You may choose one of the following paragraphs covered earlier this semester for your essay:

- Paragraph #2: Writing About Your Writing
- Paragraph #3: Writing About Another's Writing
- Paragraph #4: Quote Application

Purpose: The paragraph is the building block of academic writing in that it specifically addresses one main idea. However, it is now important to begin connecting multiple ideas together in a meaningful way. Thus far, there have been broader concepts that you have explored in each paragraph you have written. In fact, you might have found it hard to place your ideas into one succinct paragraph. Therefore, this assignment will require you to thoughtfully expand existing ideas and create new concepts in a full-length essay. This treatment gives your ideas further breathing room and introduces you to academic writing.

Steps for Completion:

- Read back over your completed paragraphs 2-4. Which one do you believe offers you the most room for further explanation?
- Select your paragraph.
- Begin brainstorming. What else could be said about this subject? Keep in mind that you are allowed to change the original paragraph's content. In fact, you will have to do so in order to write a full-length essay. For example, if you select Paragraph #3 and want to change the text you are analyzing, that is fine.
- Create a detailed plan for completing this assignment. Map out on a calendar when you plan to complete each phase of writing.
- Begin to put your ideas together. You will have a working outline due on March 12th.
- Draft your essay, keeping in mind your detailed plan for completion. Your completed draft should have these basic aspects:
 - A strong introduction that leads your audience into your topic and makes your claim (or thesis) for the essay clear.
 - A body with multiple paragraphs that presents supporting evidence for your thesis.
 - A conclusion that drives home the thesis and leads the audience out of the paper.
- As you're drafting, keep in mind that you have the following resources:
 - You may sign up for a time to chat with me via the "Schedule an Appointment" link located on the "Instructor Information" page on Blackboard. I will not take appointments for Essay #1 after Friday, March 19th. You can ask questions any time, but if you want me to look at specific work, please schedule an appointment with me during this time frame.
 - If you would like a tutor to review your work, you may elect to submit a draft to JSCC'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.
- Revise your essay. You will be required to complete a self-review that is due March 31st.

ENR 098

- Once revised, submit your essay on Blackboard by April 2nd at 11:59pm.

Spring 2021

Other Requirements:

- Your essay must be a minimum of 2 full pages.
- You must use MLA basic formatting:
 - Times New Roman, 12-point font
 - A 4-size heading
 - Double-spacing
 - Correct pagination
 - Original title
- Your essay must be turned in as a Word document (not as a PDF) labeled (that is, the document should be saved under the label) as Lastname_Firstname_Essay 1. Remember that there are consequences for not submitting documents properly. Please see the Syllabus to review these policies.

Evaluation:

- This assignment is worth 100 points overall.
- Grades are determined using the below rubric. When graded, you will notice that there will not be any comments in the margins of the paper because, for an extra 10 bonus points, you can do the following:
 - Once this assignment is graded and given back to you, you will have the opportunity to find and explain your mistakes for 10 bonus points. I will give you specific directions for this optional assignment once the essays are graded. Keep in mind that for bonus points to be awarded, you must follow directions and be thorough.

SLO 2:

JSCC Libraries Blackboard OneACCS MyJSCC

Writing Center

- 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 self-paced, self-directed, and instructor-led learning. It is designed to help students succeed in college and beyond.

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 slideshow 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 (I would even say especially) for those of us who are advanced academic writers. But why?
- Writing essays (a form of "creating") 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 spark 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:
 - tells the reader how you will interpret the significance of the subject matter under discussion.
 - is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
 - is 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..." (Note: 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, quoted 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 overstuff 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 end 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 this Center:
 - [Introductions](#)
 - [Thesis Statements](#)
 - [Paragraph Development](#)
 - [Transitions](#)
 - [Conclusions](#)
 - [Revising Drafts](#)
 - [Plagiarism](#)

SLO 3:

ENR 098 Spring 2021	
Grading Rubric/Essay Checklist: This is the exact rubric that I use to evaluate your work; therefore, please use the rubric to help you identify areas that you should work on to achieve success.	
Basic Directions	<input type="checkbox"/> Does the essay focus on one of the paragraphs (2-4) from the provided list? <input type="checkbox"/> Does your paper include an introduction, body, and a conclusion? <input type="checkbox"/> Is the assignment placed in a Microsoft Word document that is saved under the label <code>LastName_FirstName_Essay 11</code> (Please be sure to use your name in this label.)
Introduction	<input type="checkbox"/> Does the introduction set the tone and purpose for the essay? <input type="checkbox"/> Does the introduction engage the audience's attention in some way? <input type="checkbox"/> Does the introduction introduce the paper's topic? <input type="checkbox"/> Does the essay include a thesis statement that states the overall main claim of the essay? <input type="checkbox"/> Does the thesis occur in a logical location in the paper's introduction?
Body	<input type="checkbox"/> Does your body create a meaningful discussion and argument of your overall point (aka, your thesis)? <input type="checkbox"/> Does each point of your body open with an intentional topic sentence (controlling idea)? <input type="checkbox"/> Do you use evidence to support your ideas within the essay? <input type="checkbox"/> Does each paragraph include a concluding sentence (or a series of concluding sentences) that wraps up the paragraph and/or leads the audience out of the paragraph? <input type="checkbox"/> Do your supporting ideas line up in a clear way? <input type="checkbox"/> Do you use transitions to help connect each idea? <input type="checkbox"/> Are paragraph lengths appropriate for their given topics? <input type="checkbox"/> Overall, is the body of your essay easy to follow?
Conclusion	<input type="checkbox"/> Is there a minimum 1 paragraph conclusion? <input type="checkbox"/> Does the conclusion do the following: <ul style="list-style-type: none"> o rephrase your thesis, reminding your reader of your main claim for the paper? NO copying and pasting your thesis. You must rephrase it. o synthesize your supporting ideas for the reader, reminding them of how you came to your conclusion? o effectively lead your reader out of the essay? There should be no lingering thoughts from your reader. <input type="checkbox"/> Overall, is the conclusion easy to follow?
Basic MLA	<input type="checkbox"/> Is the document written (including the page number section) in black Times New Roman, 12-point font? <input type="checkbox"/> Does the paper include consistent double-spacing (with no extra spacing between paragraphs and sections of the essay)? <input type="checkbox"/> Are the opening lines of each paragraph indented 1/2 inch? <input type="checkbox"/> Is the author's last name and the page number included in a header in the upper right corner of each page? <input type="checkbox"/> Does the paper include appropriate heading information on the top left side of the first page? <input type="checkbox"/> Does the essay include an original title that gives the paper an identity? Is the title centered between the date and the first line of the paper? Does the title include appropriate capitalization? <input type="checkbox"/> Does the essay include 1-inch margins? <input type="checkbox"/> If necessary: Are article titles as well as the titles of smaller works placed in quotation marks? <input type="checkbox"/> If necessary: Are the titles of larger works, such as containers (like book, play, database, and website titles), italicized? <input type="checkbox"/> If necessary: Are the ideas of other authors properly signaled or introduced? <input type="checkbox"/> If necessary: Have quotes and paraphrased material been integrated grammatically so that sentences/paragraphs make sense?

ENR 098 Spring 2021	
Proofreading	<input type="checkbox"/> If necessary: Has the author explained how any quoted or paraphrased material relates to the paper? In other words, has all referenced information been "massage[d]" into the paper (Stedman 245)? <input type="checkbox"/> Has the essay undergone basic proofreading? While it is impossible to list all possible proofreading errors, here are the main ones that often appear in both amateur and professional writing: <ul style="list-style-type: none"> o inton sentences o sentence fragments o failure to appropriately capitalize o misspelled or misused words o awkward phrasing o unintentional repetitive language, including circular reasoning o Inverted use of "I" and "me" o monotonous use of sentence structures o general punctuation errors with commas, semicolons, quotation marks, and/or apostrophes. *If you need help with general grammar, please see the following handout: Grammar, Capitalization, Sentence, and Punctuation
Total Points	100 Points

SLO 3:

JSCC Libraries

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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 Kitchens, 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:

SCHEDULE AN APPOINTMENT TO CHAT

Enable: Statistics Tracking
 If you would like to chat with me about course materials, click on the title of this section to schedule a virtual, phone, or in-person appointment. Currently, meeting times are based on my on-campus office hours. If my availability does not work with your schedule, please let me know via JSCC email, and we can possibly work out another time to meet.

Course Conference

30 min

Select a Date & Time

September 2021 < > Wednesday, September 22

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	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		

Central Time - US & Canada (11:5am) •

Friday, March 12, 2021

Full Name: [redacted]
 Email: [redacted]@jeffersonstate.edu
 When: 1:30pm - 2:00pm Friday, March 12, 2021
 Location: Jamie King English Courses - Student Conferences
 Meeting URL: [redacted]
 Internal Notes: [redacted]
 User Showed Up?: Yes No
 Comment (optional): I would like to do a face to face meeting to discuss the overall topic I have going for Essay 2, just to ensure that I am meeting all of the criteria.
 Submitted: 5:31pm Wednesday, March 10, 2021
 Follow Up: Sent @ 2:00pm Saturday, March 13, 2021
 Outlook/Exchange Sync ID: AAAAAFR1Y2_QWJCJAAA=

Friday, March 12, 2021

Full Name: [redacted]
 Email: [redacted]@jeffersonstate.edu
 When: 10:00am - 10:30am Friday, March 12, 2021
 Location: Jamie King English Courses - Student Conferences
 Meeting URL: [redacted]
 Internal Notes: [redacted]
 User Showed Up?: Yes No
 Comment (optional): [redacted]
 Submitted: 10:08am Wednesday, March 10, 2021
 Follow Up: Sent @ 10:35am Saturday, March 13, 2021
 Outlook/Exchange Sync ID: AAAAAFR1Y2_QWJCJAAA=

Monday, March 8, 2021

Full Name: [redacted]
 Email: [redacted]@jeffersonstate.edu
 When: 4:25pm - 4:55pm Monday, March 8, 2021
 Location: Jamie King English Courses - Student Conferences
 Meeting URL: [redacted]
 Internal Notes: Will send me a draft of essay. Talking about Harry Potter-Characters, dialogue, and setting.
 User Showed Up?: Yes No
 Comment (optional): [redacted]
 Submitted: 4:45pm Wednesday, March 3, 2021
 Reminder: Sent @ 4:25pm Sunday, March 7, 2021
 Follow Up: Sent @ 5:00pm Tuesday, March 9, 2021
 Outlook/Exchange Sync ID: AAAAAFR1Y2_QWJCJAAA=

SLO 3:

ENR 098, Traditional

Fall 2021

- on the "Tutorials & Other Resources" page on Blackboard.)
- I don't mind if you use another word processor to type your documents (like Google Docs or Apple's Pages). However, be aware that you **MUST** convert the files to a Microsoft Word document in order to submit for this course. Consequences for not submitting the correct file type will be discussed later in this syllabus.

3. GENERAL COURSE COMPETENCIES:

- The student will locate textual information; describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- The student will comprehend and use vocabulary effectively in oral communication, reading, and writing.
- The student will identify and analyze the author's message across a variety of texts.
- The student will describe and apply insights gained from reading and writing a variety of texts.
- The student will write effective sentences using varied structures.
- The student will compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer's purpose.
- The student will demonstrate the ability to use an effective writing process to produce paragraphs and brief compositions in Standard English.
- The student will recognize and apply the conventions of Standard English in reading and writing.

4. GRADED MATERIALS:

• Compositions	340 points
◦ "Paragraph" #1: Survival Plan (20 points)	
◦ Paragraph #2: Writing about Your Writing (40)	
◦ Paragraph #3: Writing about Another's Writing (40)	
◦ Paragraph #4: Quote Application (40)	
◦ Essay #1: Author's Choice (100 points)	
◦ Essay #2: Writing Philosophy (100 points)	
• InQuizitive Exercises (18 exercises at 10 points each)	180 points
• Professionalism	145 points
◦ Writing Sample (5 points)	
◦ Reading/Viewing/Listening Quizzes (7 quizzes at 10 points each=70 points)	
◦ Formative Drafts of Paragraphs 2-4 (3 drafts at 10 points each=30 points)	
◦ Detailed Outline for Essay #1 (10 points)	
◦ Essay #2 Plan (10 points)	
◦ Self-Review [for Essays] (2 reviews at 10 points each=20 points)	
• Tests	65 points
◦ Syllabus Test (15 points)	
◦ Final Exam—Multiple Choice (50 points)	
Total Points in Course:	730 points



ENR 098, Traditional

Fall 2021

5. ACCESSING GRADES & GRADING SCALE:

- You can locate your grades via the "My Grades" section of the Blackboard menu. The "Total" row will list your overall percentage in the class and the points you have earned. Please keep in mind that I do not round up grades. (For example, 79.9% is still a C.) Since I offer extra credit opportunities, there is no need to round a grade at the end of the term. That being said, the percentage breakdowns are:
- 90-100%=A
 - 80-89%=B
 - 70-79%=C
 - 60-69%=D
 - 59% and below=F

6. EXPLANATION OF GRADED MATERIALS:

- Compositions:** This portion of your grade contains the summative (or final) drafts of the formal writing assignments that you will complete this semester. You will be required to author four paragraphs and two main essays. Of course, you will receive an assignment sheet that details the requirements for each paragraph and essay, and I will evaluate each assignment by percentage-based rubric. The completed rubrics will be uploaded to Blackboard so that you can view them. The rubric is there to help you and is given in advance on the assignment sheets. Pay attention to EVERYTHING on the rubric, and check your work against the rubric.
- InQuizitive Exercises:** Over the course of the semester, you will complete a minimum of 18 *InQuizitive* exercises. As mentioned earlier, *InQuizitive* is a digital platform that focuses primarily on instruction in grammar, syntax, mechanics, and documentation. It is adaptive in nature, which means that the platform customizes resources and questions to meet your individual learning needs. After you have purchased *InQuizitive*, you will have access to all assigned exercises throughout the semester; thus, you may choose to work ahead of schedule to complete the assigned activities. The due date and time for each exercise is located on the "ENR 098 Course Calendar" document.
- Professionalism:** You are expected to be active members of ENR 098. As such, I expect you to engage with the course by taking part in all assignments and activities, such as reading/writing exercises, peer reviews, drafting workshops, conferences, and quizzes.
 - Specifies for Quizzes:** On most weeks that reading and viewing/listening are assigned, you will be required to take a quiz on those materials. Quizzes will be open Monday through Wednesday the week they are assigned, and due dates for each quiz are listed on the course calendar. While I do not time quizzes, it is highly recommended that you do not begin a quiz until you have completed all the assigned reading/viewing/listening for class that week.
- Tests:** You will take two tests this semester that are devised to assess student achievement of learning objectives or skills: the Syllabus Test and the Final Exam. These tests may consist of multiple-choice questions, short answer questions, and long answer questions. For more information about each test, please see the following descriptions:
 - Syllabus Test:** This test will be offered the second week of the semester, and it will assess your comprehension of the course's requirements and policies. If you are unable to attend class during the course's second week, the Syllabus Test will be used for participation verification in the class.
 - Final Exam:** The Final Exam will cover content presented throughout the term. A review will be posted prior to the Final Exam. According to the "St. Clair - Pell

SLO 3:

ENR 098, Traditional Fall 2021

- on the "Tutorials & Other Resources" page on Blackboard.)
- o I don't mind if you use another word processor to type your documents (like Google Docs or Apple's Pages). However, be aware that you **MUST** convert the files to a Microsoft Word document in order to submit for this course. Consequences for not submitting the correct file type will be discussed later in this syllabus.

3. GENERAL COURSE COMPETENCIES:

- To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:
- The student will locate textual information; describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
 - The student will comprehend and use vocabulary effectively in oral communication, reading, and writing.
 - The student will identify and analyze the author's message across a variety of texts.
 - The student will describe and apply insights gained from reading and writing a variety of texts.
 - The student will write effective sentences using varied structures.
 - The student will compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer's purpose.
 - The student will demonstrate the ability to use an effective writing process to produce paragraphs and brief compositions in Standard English.
 - The student will recognize and apply the conventions of Standard English in reading and writing.

4. GRADED MATERIALS:

- | | |
|---|-------------------|
| • Compositions | 340 points |
| o Paragraph #1: Survival Plan (20 points) | |
| o Paragraph #2: Writing about Your Writing (40) | |
| o Paragraph #3: Writing about Another's Writing (40) | |
| o Paragraph #4: Quote Application (40) | |
| o Essay #1: Author's Choice (100 points) | |
| o Essay #2: Writing Philosophy (100 points) | |
| • InQuizitive Exercises (18 exercises at 10 points each) | 180 points |
| • Professionalism | 145 points |
| o Writing Sample (3 points) | |
| o Reading/Viewing/Listening Quizzes (7 quizzes at 10 points each=70 points) | |
| o Formative Drafts of Paragraphs 2-4 (3 drafts at 10 points each=30 points) | |
| o Detailed Outline for Essay #1 (10 points) | |
| o Essay #2 Plan (10 points) | |
| o Self-Review [for Essays] (2 reviews at 10 points each=20 points) | |
| • Tests | 65 points |
| o Syllabus Test (13 points) | |
| o Final Exam—Multiple Choice (50 points) | |
| Total Points in Course: | 730 points |



ENR 098, Traditional Fall 2021

5. ACCESSING GRADES & GRADING SCALE:

- You can locate your grades via the "My Grades" section of the Blackboard menu. The "Total" row will list your overall percentage in the class and the points you have earned. Please keep in mind that I do not round up grades. (For example, 79.9% is still a C.) Since I offer extra credit opportunities, there is no need to round a grade at the end of the term. That being said, the percentage breakdowns are:
- 90-100%=A
 - 80-89%=B
 - 70-79%=C
 - 60-69%=D
 - 59% and below=F

6. EXPLANATION OF GRADED MATERIALS:

- **Compositions:** This portion of your grade contains the summative (or final) drafts of the formal writing assignments that you will complete this semester. You will be required to author four paragraphs and two main essays. Of course, you will receive an assignment sheet that details the requirements for each paragraph and essay, and I will evaluate each assignment by percentage-based rubric. The completed rubrics will be uploaded to Blackboard so that you can view them. The rubric is there to help you and is given in advance on the assignment sheets. Pay attention to EVERYTHING on the rubric, and check your work against the rubric.
- **InQuizitive Exercises:** Over the course of the semester, you will complete a minimum of 18 InQuizitive exercises. As mentioned earlier, InQuizitive is a digital platform that focuses primarily on instruction in grammar, syntax, mechanics, and documentation. It is adaptive in nature, which means that the platform customizes resources and questions to meet your individual learning needs. After you have purchased InQuizitive, you will have access to all assigned exercises throughout the semester; thus, you may choose to work ahead of schedule to complete the assigned activities. The due date and time for each exercise is located on the "ENR 098 Course Calendar" document.
- **Professionalism:** You are expected to be active members of ENR 098. As such, I expect you to engage with the course by taking part in all assignments and activities, such as reading/writing exercises, peer reviews, drafting workshops, conferences, and quizzes.
 - o **Specifics for Quizzes:** On most weeks that reading and viewing/listening are assigned, you will be required to take a quiz on those materials. Quizzes will be open Monday through Wednesday the week they are assigned, and due dates for each quiz are listed on the course calendar. While I do not time quizzes, it is highly recommended that you do not begin a quiz until you have completed all the assigned reading/viewing/listening for class that week.
- **Tests:** You will take two tests this semester that are devised to assess student achievement of learning objectives or skills: the Syllabus Test and the Final Exam. These tests may consist of multiple-choice questions, short answer questions, and long answer questions. For more information about each test, please see the following descriptions:
 - o **Syllabus Test:** This test will be offered the second week of the semester, and it will assess your comprehension of the course's requirements and policies. If you are unable to attend class during the course's second week, the Syllabus Test will be used for participation verification in the class.
 - o **Final Exam:** The Final Exam will cover content presented throughout the term. A review will be posted prior to the Final Exam. According to the "St. Clair - Pell



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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:

- Communicate a stance on a subject by writing a unified specific thesis for a rhetorically based composition.
- Communicate details of a subject by writing an essay with a unified and clear organization for a rhetorically based composition.
- 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
<p>SLO 1: Write a unified, specific thesis.</p>	<p>Evaluation 1: 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.</p>	<p>Eval 1: 70% of students’ essays meet a Satisfactory evaluation on the rubric and there is at least a 5% positive student achievement change from beginning to end paper assessed.</p>	<p><u>Fall 2020-Summer 2021:</u> 65% of students wrote a satisfactory level or above thesis for the beginning paper. 84% of students wrote a satisfactory level or above thesis for the ending paper. Number of Students Assessed 110 students assessed for a beginning paper and 96 students assessed for an ending paper / 16 sections <u>Yearly Campus Summary</u> Number of Students Assessed Shelby : 33/42 (79%) beginning paper</p>	<p>Observations/Changes: Faculty used individual conferences referenced in this sample course email to aid students in more regular interaction with instructors, which resulted in stronger student thesis statements. Although the methods used proved effective, after last year’s use of the same SLOs for ENG 099 and ENG 101, the department decided to move forward with separately assessing students in ENG 101 and corequisite students in ENG 101 with ENG 099. The department replaced SLO 1 with the following: “Students will identify helpful support techniques and methods used in conjunction with the ENG 101 class” as indicated in the New Student Learning Outcome #1 section of the Petition to Change Student Learning Outcomes. To assess this outcome,</p>

			<p>34/41 (83%) ending paper Jefferson: 24/50 (48%) beginning paper 33/37 (89%) ending paper Clanton: 9/9 (100%) beginning paper 7/9 (77%) ending paper Pell City: 6/9 (67%) beginning paper 7/9 (78%) ending paper</p>	<p>instructors will use a survey matching or similar to this sample questionnaire. Gathering student feedback from these questionnaires will guide the department in identifying shortcomings in support techniques and planning new methods of support.</p>
<p>SLO 2: Write an essay with a unified and clear organization.</p>	<p>Essay that includes an introductory paragraph, body, and concluding paragraph. The essay will contain a thesis sentence, show unity in ideas, and reaffirm the main points and tie the paper together. The assessment is given at both the beginning and end of the semester.</p>	<p>Eval 2: 70% of students' essays meet a Satisfactory evaluation on the rubric and there is at least a 5% positive student achievement change from beginning to end paper assessed.</p>	<p><u>Fall 2020-Summer 2021:</u> 64% of students organized to a satisfactory level or above for the beginning paper. 79% of students organized to a satisfactory level or above for the ending paper. Number of Students Assessed 110 students assessed for a beginning paper and 96 students assessed for an ending paper / 16 sections <u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 32/42 (76%) beginning paper 34/41 (83%) ending paper Jefferson: 23/50 (46%) beginning paper 28/37 (76%) ending paper Clanton: 9/9 (100%) beginning paper 7/9 (77%) ending paper Pell City: 6/9 (67%) beginning paper 7/9 (78%) ending paper</p>	<p>Observations/Changes: The department used peer instructor workshops (Peer Instructor Workshop Rubric) and in-class workshops (Syllabus Scheduled Workshops) to further prompt students' ability to organize their writing. Again, though these methods proved effective, the department decided to move forward with separately assessing students in ENG 101 and corequisite students in ENG 101 with ENG 099. The department replaced SLO 2 with the following: "Students will discuss the quality of support techniques and methods used in conjunction with the ENG 101 class" as referenced in the New Student Learning Outcome #2. To assess this outcome, instructors will use a questionnaire as exemplified in this Example Questionnaire. Student feedback will guide the department in identifying shortcomings and planning new methods of support.</p>
<p>SLO 3: Correctly integrate primary and secondary sources into an essay.</p>	<p>Evaluation 3: Essay with an ability to analyze a work or idea that involves research and the incorporation of both primary and acceptable secondary sources, properly documented according to MLA standards. The assessment is given at both</p>	<p>Eval 3: 70% of students' essays meet a Satisfactory evaluation on the rubric and there is at least a 5% positive student achievement change from</p>	<p><u>Fall 2020-Summer 2021:</u> 59% of students used sources to a satisfactory level or above for the beginning paper. 78% of students used sources to a satisfactory level or above for the ending paper. Number of Students Assessed</p>	<p>Observations/Changes: Instructors designed essay assignments requiring the integration of sources as represented in this sample Response Essay Assignment. To promote success, instructors guided students through critical review of sources as demonstrated in this Review Planning Assignment. These assignments gave students a clearer path to follow as they found sources and began to use them in essays. The department replaced the previous SLO 3 with the following: "Students will score a passing grade in ENG 101 class," as noted in New Student</p>

	the beginning and end of the semester.	beginning to end paper assessed.	<p>76 students assessed for a beginning paper and 81 students assessed for an ending paper / 16 sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 27/34 (79%) beginning paper 28/35 (80%) ending paper Jefferson: 10/24 (42%) beginning paper 22/28 (79%) ending paper Clanton: 2/9 (22%) beginning paper 6/9 (67%) ending paper Pell City: 6/9 (67%) beginning paper 7/9 (78%) ending paper</p>	<p>Learning Outcome #3. To assess this specific objective, the department will seek a 90-100% pass rate for students in the co-requisite ENG 101 course and will track ENG 101 grades through a shared reporting spreadsheet. Although the department realizes grades are not the only factor of determining success, the stated purpose of ENG 099 is to help students succeed in completing ENG 101, as evinced by the ENG 099 course description, For this reason, grade monitoring is appropriate to determining rates of meeting this SLO.</p>
Plan submission date:			Submitted by: Communications Department	

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 1:

Week 8 - Set up a virtual one-on-one conference

Posted on: Monday, February 22, 2021 10:58:10 AM CST

Hello all,

Poetry reading instead of class on Feb 23

Remember that our ENG 099 class will not be meeting tomorrow, Tuesday, February 23, because I will be hosting a Red Mountain Reading Series event during that time. The event is free, and you are invited to attend for extra credit (up to +10) in ENG 101. I'll post the flyer and a registration link below.

Week 8 assignment - A one-on-one virtual conference

Instead of a class meeting, your assignment for Week 8 is to schedule a one-on-one conference with me to discuss your Narrative Essay. Conferences will be 20 minutes in length, and they will take place via Collaborate in the **English 101 Blackboard Course**.

During the conference, you will have the opportunity to ask questions about the assignment, and we'll look together at what you have written so far and discuss any possible changes.


I'm using a [Sign Up Genius form](#) to schedule the conferences. Note that some slots occur before your Polished Outline is due on February 23; others occur after, but still before your Narrative Essay is due on March 1. I will also have evening hours on Wednesday, February 24.

There are nearly 50 slots available, but **if NONE of these work with your schedule, please email me to request an alternate assignment.**

ENG 099 - Narrative Essay Conferences

Please review the available slots below and click on the button to sign up. Signing up for AND attending a conference is your ENG 099 assignment for Week 8. Thank you!

SignUpGenius



<https://www.signupgenius.com/go/5080e44aead2aabfa7-eng0993>

SLO 1:

Petition to Add Student Learning Outcomes

May 12, 2021

Program or Department: Communications – English Department ENG 099

New Student Learning Outcome #1: Students will **identify** helpful support techniques and methods used in conjunction with the ENG 101 class.

Assessment Model: Instructor provided questionnaire. (See end of petition for example)

Justification: This was initiated as a request to make sure the ENG 099 class had separate objectives than the ENG 101 class. This is a co-requisite class in conjunction with ENG 101. Students in this class should be receiving additional support to be successful in ENG 101. Measuring the support given to and success of students in this class is the purpose of these objectives. This objective will reflect all the techniques and methods students received in the co-requisite class and student benefit perception.

SLO 1:

Example ENG 099 End of Semester Questionnaire:

1. Identify techniques or methods you received in ENG 099 and scale how beneficial they were to you (1=not beneficial–5 very beneficial; N/A=not applicable/did not receive) by putting a check mark in the corresponding box:

Technique/Method	N/A Not Received	5 Very beneficial	4	3	2	1 Not beneficial
Additional time with instructor						
Additional targeted skill lectures						
Additional targeted skill practice						
Additional peer review activities						
Additional use of technology*						
Other*:						
Other*:						
Other*:						

*Please list examples of the types of technology or other support if listed:

SLO 2:

Please take a moment to read your own essay thoroughly. Then, using a highlighter or a pen, highlight or circle the category in the rubric below that best fits each component of your essay.

Component	Decent	Better	Best
Hook	This essay has a decent hook. As a reader, I'm interested but I could be more invested.	This essay has a hook that grabs my attention, but it could be more exciting and/or original.	This essay has a great hook! I'm immediately interested and want to read more of this paper.
Chronology/Organization	This essay does use a chronological structure (early to late), but it often gets confusing or difficult to determine what's happening when.	This essay follows a good chronological path, but sometimes it veers off, or as a reader, I get confused about what's happening when.	This essay follows a clear chronological organization (early to late explanation of how you went about choosing your profession or why you don't know what you'd like to do).
Purpose/Theme	This essay does have a purpose, but it could be better integrated throughout the entirety of the	This essay has a good purpose, but it doesn't quite seem to flow throughout the paper. For instance, I might	This essay has a <u>REALLY</u> clear purpose. I understand what the author's main point is, what s/he

SLO 2:

ENG 099 Fall 2020 Schedule

Wednesday, August 19: Overview of Class, Sample Writing Activity
Wednesday, August 26: Grammar and Structure Diagnostic Test
Wednesday, September 2: Review Text for Classroom Participation
Wednesday, September 9: Reading Annotation and Comprehension Lecture – Fully understanding passages and assignments activity
Wednesday, September 16: Building Structure and Content – Creating outlines with solid topic sentences, detailed content subtopics, and conclusion sentences
Wednesday, September 23: Reflective Group Work – Using outline activity to connect with peers and work on constructive feedback
Wednesday, September 30: Punctuation in Writing (Chapter 4 from <i>The Nuts and Bolts of College Writing</i>) Lecture Worksheet activity
Wednesday, October 7: Clarity in Writing (Chapter 2 from <i>The Nuts and Bolts of College Writing</i>) Lecture Worksheet activity
Wednesday, October 14: Gracefulness in Writing (Chapter 5 from <i>The Nuts and Bolts of College Writing</i>) Lecture Students will apply strategies in this chapter to a part of one of their writing assignments from ENG 101 in class
Wednesday, October 21: Using Sources in Writing (Chapter 6 from <i>The Nuts and Bolts of College Writing</i>) Lecture Students will apply strategies in this chapter to a part of one of their writing assignments from ENG 101 in class
Wednesday, October 28: Using Sources in Writing continued Peer Review on strategies applied on writing assignments
Wednesday, November 4: MLA Works Cited Lecture and Activity
Wednesday, November 18: Review MLA Activity answers in class Class round-robin MLA game
Wednesday, December 5: Instructor Drafting Workshop: Applying strategies to final papers in ENG 101

SLO 2:

New Student Learning Outcome #2: Students will **discuss** the quality of support techniques and methods used in conjunction with the ENG 101 class.

Assessment Model: Instructor provided questionnaire. (See end of petition for example)

Justification: This was initiated as a request to make sure the ENG 099 class had separate objectives than the ENG 101 class. This is a co-requisite class in conjunction with ENG 101. Students in this class should be receiving additional support to be successful in ENG 101. Measuring the support given to and success of students in this class is the purpose of these objectives. This objective will assess student experience with support given in the co-requisite class.

SLO 2:

2. Describe in a short paragraph your experience in ENG 099 and how you feel it has benefitted you in conjunction with the ENG 101 class.

SLO 3:

Response Essay

For the previous essays, we have been discussing how the commercial you have chosen appeals to its audience. For this essay, you will take a break from analyzing the commercial to analyze a journal article. To complete the essay, start by reviewing the titles for the journal articles, then choose 1 of the articles to **write a response essay that shows how certain parts of the article such as the title and abstract help the reader understand the entire article**. Choose 3 of the following parts mentioned in Karen Rosenberg's "Reading Games" to focus on: the title, the abstract, the introduction, section headings, and/or conclusion. Then you should read about those areas in "Reading Games" and read those areas in the journal article several times so that you can analyze them. To prepare to write this essay, read the abstract of the article (even if you do not plan to analyze it) and participate in the discussion for this week.

Journal Articles Choices:

- "The Prevalence and Influence of the Combination of Humor and Violence in Super Bowl Commercial"
- "The Effectiveness of Advertising Embedded in Televised Sport Programming"
- "Fifty Years of Celebrity Endorser Research: Support for a Comprehensive Celebrity Endorsement Strategy Framework"
- "On Improving the Engagement between Viewers and TV Commercials through Gamification"

Audience: Your intended audience/reader is an academic audience that has read the journal article. That means that you should NOT give a long summary of the article, but you should provide quotes and paraphrases from the article to support your points.

Length: 1,000 - 1,500 words and 5 paragraphs (i.e., introduction with the thesis as the last sentence, 3 body paragraphs, and a conclusion).

Sources: do NOT use any sources other than the article you have chosen and "Reading Games." You should provide quotes and paraphrases, and you must cite those works both within the essay and on a works cited page at the end of the essay.

Grading/Rubric: This essay is worth 100 points or 20% of your overall grade.

Due Date: See the course calendar at the end of the syllabus for the due dates.

SLO 3:

ENG 099

Spring 2021

Week 13: Review Planning Assignment

Due Date/Time: Wednesday, March 31st at 11:59pm

Directions: Answer the following questions in a Microsoft Word document saved under the label: LastName_FirstName_ReviewPlanning. Submit your responses via the "Review Planning Assignment" link in the ENG 099 course shell on Blackboard.

- 1.) Remind me of your topic for Essay #3: What specific thing are you reviewing? If you were considering more than one topic in your Week 11 Reading Quiz & Review Topic Proposal, be sure to list your updated topic here.
- 2.) What are the specific standards with which you will review your chosen item? Name *at least* 4. *Note:* Please keep in mind that these are subject to change when you begin drafting, and you may need more or less than 4 standards in your paper. Your answer to this question simply shows me that you are thinking about and planning your essay.
- 3.) Find *at least* two outside sources that relate to your Review topic in some way. Then, copy/paste the URL to each source so that I may view them. *Note:* Keep in mind that, if you are reviewing a TV show, the show itself is a primary source. On the other hand, an article written about that show would be considered secondary.
- 4.) Briefly explain how you might be able to use each secondary source in your Review essay.

SLO 3:

New Student Learning Outcome #3: Students will **score** a passing grade in ENG 101 class.

Assessment Model: ENG 101 pass rate for co-requisite students.

Justification: This was initiated as a request to make sure the ENG 099 class had separate objectives than the ENG 101 class. This is a co-requisite class in conjunction with ENG 101. Students in this class should be receiving additional support to be successful in ENG 101. Measuring the support given to and success of students in this class is the purpose of these objectives. This objective will validate the use of a co-requisite in aiding students achieve success in the ENG 101 class.



Program: Communications – ENG 101

Assessment period: 2020-21

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 2020-Summer 2021: 85% of students wrote a satisfactory level or above thesis for the beginning paper. (65% of corequisite students wrote a satisfactory level or above thesis for beginning paper)	Observations/Changes: The Writing Center will continue to be used especially since the pandemic has shifted many resources online, as noted by the Fall 2021 Writing Center Schedule . Instructors will also make use of either their own personal or overall English LibGuide pages for 101 on the

			<p>90% of students wrote a satisfactory level or above thesis for the ending paper. (85% of corequisite students wrote a satisfactory level or above thesis for ending paper)</p> <p>Number of Students Assessed : 1744 students assessed for a beginning paper and 1639 students assessed for an ending paper / 95 sections</p> <p>Annual Summary Shelby: 478/582 (82%) beginning paper 470/530 (89%) ending paper</p> <p>Jefferson: 208/263(79%) beginning paper 199/225 (88%) ending paper</p> <p>Clanton: 156/161 (97%) beginning paper 132/154 (86%) ending paper</p> <p>Pell City: 88/109 (81%) beginning paper 97/109 (89%) ending paper</p> <p>DE Off Campus: 544/629 (86%) beginning paper 579/621 (93%) ending paper</p>	library webpage for student support.
SLO 2: Communicate details of a subject by writing an essay with a unified and clear	Essay include an introductory paragraph that the thesis sentence,	70% of students' essays meet a satisfactory level on the rubric , and there is at least a 5% positive	Fall 2020-Summer 2021: 85% of students wrote a satisfactory level or above unified and clearly	Observations/Changes: Drafting processes continue to be best practice in creating cohesive essays. Along with the continued

<p>organization for a rhetorically based composition.</p>	<p>body paragraphs that show coherence of 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>student achievement change from beginning to end paper assessed.</p>	<p>organized body in the beginning essay. (64% of corequisite students wrote a satisfactory level or above unified and clearly organized body in the beginning essay)</p> <p>91% of students wrote a satisfactory level or above unified and clearly organized body in the ending essay. (79% of corequisite students wrote a satisfactory level or above unified and clearly organized body in the beginning essay)</p> <p>Number of Students Assessed : 1744 students assessed for a beginning paper and 1639 students assessed for an ending paper / 95 sections</p> <p>Annual Summary Shelby: 488/582 (84%) beginning paper 474/530 (89%) ending paper</p> <p>Jefferson: 194/263 (74%) beginning paper 191/225 (85%) ending paper</p> <p>Clanton: 155/161 (96%) beginning paper 134/154 (87%) ending paper</p> <p>Pell City:</p>	<p>use of the JSCC Library Writing Center and essay development resources listed for last year, instructors will use drafts as scaffolding assignments for both peer and instructor comment. Instructors will also make use of either their own personal or overall English LibGuide pages for 101 on the library webpage for student support.</p>
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			<p>84/109 (77%) beginning paper 96/109 (88%) ending paper</p> <p>DE Off Campus: 559/629 (89%) beginning paper 589/621 (95%) ending paper</p>	
<p>SLO 3: Locate, critically assess, and correctly integrate primary and secondary sources into a rhetorically based composition.</p>	<p>Essay with an ability to analyze 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>70% of students' essays meet a satisfactory level on the rubric for at least one composition using primary and secondary sources.</p>	<p>Fall 2020-Summer 2021: 80% of students achieved a satisfactory level or above in locating, assessing, and integrating sources in a beginning essay. (63% of corequisite students wrote a satisfactory level or above in locating, assessing, and integrating sources in a beginning essay)</p> <p>89% of students achieved a satisfactory level or above in locating, assessing, and integrating sources in an ending essay. (79% of corequisite students wrote a satisfactory level or above in locating, assessing, and integrating sources in an ending essay)</p> <p>Number of Students Assessed : 1744 students assessed for a beginning paper and 1639 students assessed for an ending paper/ 95 sections</p> <p>Annual Summary Shelby: 493/582(85%) beginning paper</p>	<p>Observations/Changes: Instructors found that using at least two assignments with sources helped students practice this skill. As such, instructors will continue to assess two assignments that use sources to gauge this evolution in success. Using the JSCC Library Writing Center will also be a recommended supplement for students. A new strategy going forward will be to add additional instruction in scholarly versus popular sources by using web resources, library tutorial services, and textbook material to give students a solid theoretical foundation in source use. Instructors will also make use of either their own personal or overall English LibGuide pages for 101 on the library webpage for student support.</p>

		<p>482/530 (88%) ending paper</p> <p>Jefferson: 185/263 (70%) beginning paper 186/225 (83%) ending paper</p> <p>Clanton: 118/161 (73%) beginning paper 123/154 (80%) ending paper</p> <p>Pell City: 86/109 (79%) beginning paper 96/109 (88%) ending paper</p> <p>DE Off Campus: 519/629 (83%) beginning paper 567/621 (91%) ending paper</p>	
Plan submission date:		Submitted by:	

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 <u>thought out</u> 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, <u>creates</u> 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 <u>minor grammatical notes</u> 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 <u>flawlessly, and</u> 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 <u>minor grammatical notes</u> 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 <u>missing or missing</u> key elements	Missing or weak ties to overall argument and/or does not set up or <u>conclude topic</u> 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 <u>minor grammatical notes</u> 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 1: Fall 2021 Writing Center Schedule

Writing Center
JSCC Libraries Blackboard OI

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

SLO 1: Lib Guide

JSCC Libraries COVID-19 Response Research Services About

English 101 Jamie King
Guide for Jamie King's English 101

Topic Selection and Research

- How To Use The Library for Topic Selection and Research
- Search All Resources
- Online Encyclopedias and Dictionaries
- Databases and Resources A to Z
- Some Suggested Resources
- Scholarly material on popular topics

Putting It All Together

- Evaluating Sources
- MLA Formatting

Library Links

- Databases and Resources A to Z
- Library Policies

How To Use The Library for Topic Selection and Research

- Using the Library to Select and Research Topics
Follow this link to an interactive tutorial on using the library to select and research any topic!

Search All Resources

Search everything Find a journal Find a book Find an ebook

Search all library resources at once!

 Search

- 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 prompted.
- How to Use 'Search everything'

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)	Excellentl <u>thought out</u> 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 <u>flawlessly, and</u> 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 <u>missing</u> key elements	Missing or weak ties to overall argument and/or does not set up or <u>conclude</u> 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: Fall 2021 Writing Center Schedule

Writing Center JSCC Libraries Blackboard

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

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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

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 - 11:30 am - 2:30 pm
- Tuesdays and Thursdays
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SLO 2: Lib Guide

JSCC Libraries COVID-19 Response Research Services About

English 101 Jamie King
Guide for Jamie King's English 101

Topic Selection and Research

- How To Use The Library for Topic Selection and Research
- Search All Resources
- Online Encyclopedias and Dictionaries
- Databases and Resources A to Z
- Some Suggested Resources
- Scholarly material on popular topics

Putting It All Together

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- MLA Formatting

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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 <u>thought out</u> 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, <u>creates</u> 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 <u>minor grammatical notes</u> 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 <u>flawlessly, and</u> is explained into the context of the paragraph.
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Unsatisfactory/Needs Improvement (does not meet established standards)	Thesis <u>missing or missing</u> key elements	<u>Missing or weak</u> ties to overall argument and/or does not set up or <u>conclude topic</u> 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 <u>minor grammatical notes</u> 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: Fall 2021 Writing Center Schedule

Writing Center
JSCC Libraries Blackboard

Home

- Introduction
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Common Formatting & Citations

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Program: Communications – ENG 102

Assessment period: 2020-21

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	80% 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 2020-Summer 2021: 83% 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 paper.	Observations/Changes: The JSCC Writing Center will be more prominently used especially since the pandemic has shifted many resources online, as noted by the Fall 2021 Writing Center Schedule . Instructors will also make use of either their own personal or overall English LibGuide pages for ENG 102 on the library webpage for student support. These

	<p>the beginning and end of the semester.</p>		<p>Number of Students Assessed: 1158 students assessed for a beginning paper and 1136 students assessed for an ending paper / 61 sections</p> <p>Annual Summary</p> <p>Shelby: 352/428(82%) beginning paper 342/404 (85%) ending paper</p> <p>Jefferson: 99/142 (70%) beginning paper 128/149 (86%) ending paper</p> <p>Clanton: 78/86 (91%) beginning paper 78/83 (94%) ending paper</p> <p>Pell City: 101/136 (74%) beginning paper 113/134 (84%) ending paper</p> <p>DE Off Campus: 335/366 (97%) beginning paper 360/366 (98%) ending paper</p>	<p>additional online methods should aid students in getting help virtually as well.</p>
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<p>SLO 2: Communicate details of a subject by writing an essay with a unified and clear organization for a literary based analysis composition.</p>	<p>Essay include an introductory paragraph that the thesis sentence, body paragraphs that show coherence of 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>80% 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 2020-Summer 2021: 85% of students wrote a satisfactory level or above unified and clearly organized body in the beginning essay.</p> <p>91% of students wrote a satisfactory level or above unified and clearly organized body in the ending essay.</p> <p>Number of Students Assessed: 1158 students assessed for a beginning paper and 1136 students assessed for an ending paper, 61 sections</p> <p>Annual Summary Shelby: 348/428 (81%) beginning paper 344/404 (85%) ending paper</p> <p>Jefferson: 123/142 (87%) beginning paper 136/149 (91%) ending paper</p> <p>Clanton: 68/86 (79%) beginning paper 75/83 (90%) ending paper</p>	<p>Observations/Changes: Drafting processes continue to be best practice in creating cohesive essays. Along with the continued use of the JSCC Library Writing Center and essay development resources listed for last year, instructors will use drafts as scaffolding assignments for both peer and instructor comment. Instructors will also make use of either their own personal or overall English LibGuide pages for 102 on the library webpage for student support.</p>
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			<p>Pell City: 101/136 (74%) beginning paper 115/134 (86%) ending paper</p> <p>DE Off Campus: 343/366 (94%) beginning paper 365/366 (99%) ending paper</p>	
<p>SLO 3: Locate, critically assess, and correctly integrate primary and secondary sources into a literary based analysis composition.</p>	<p>Essay with an ability to analyze 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>80% of students' essays meet a satisfactory level on the rubric for at least one composition using primary and secondary sources.</p>	<p>Fall 2020-Summer 2021: 80% of students achieved a satisfactory level or in locating, assessing, and integrating primary and secondary sources in a beginning essay.</p> <p>87% of students achieved a satisfactory level or in locating, assessing, and integrating primary and secondary sources in an ending essay.</p> <p>Number of Students Assessed: 1158 students assessed for a beginning paper and 1136 students assessed for an ending paper, 61 sections</p> <p>Annual Summary Shelby: 336/428 (79%) beginning paper</p>	<p>Observations/Changes: Instructors will continue to adjust their use of worksheets and exercises as they tweak their literary selections used for this upcoming year. Faculty will use Plagiarism Tutorial videos from the JSCC Library, research-specific class days, and research-specific rubric areas to place importance on correctly understanding and using sources.</p>

		<p>346/404 (86%) ending paper</p> <p>Jefferson: 113/142 (80%) beginning paper 131/149 (88%) ending paper</p> <p>Clanton: 54/86 (63%) beginning paper 55/83 (66%) ending paper</p> <p>Pell City: 99/136 (73%) beginning paper 113/134 (84%) ending paper</p> <p>DE Off Campus: 322/366 (88%) beginning paper 345/366 (94%) ending paper</p>	
Plan submission date:		Submitted by:	

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SLO 1: Lib Guide

JSCC Libraries COVID-19 Response Research Services Q About Follow Us

English 102

Library Resources

- Search All Resources
- Textbooks and Learning Resources
- Literature Databases and Resources
- Literary Symbols, Terms, Theory
- Process of Writing

Research & Writing Skills Resources

MLA Documentation

Library Tools

- Cambridge User Guides
- Core English Skills Review [PrepStep]
- Databases A to Z
- English as a Second Language
- Evaluating Internet resources
- Finding Critical Articles in Literature

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Textbooks and Learning Resources

- Writing Spaces: Readings on Writing, Volume 1
 - Topics in Volume 1 of the series include academic writing, how to interpret writing assignments, motives for writing, rhetorical analysis, revision, invention, writing centers, argumentation, narrative, reflective writing, Wikipedia, patchwriting, collaboration, and genres.
- Writing Spaces: Readings on Writing, Volume 2
 - Topics in Volume 2 of the series include the rhetorical situation, collaboration, documentation styles, weblogs, invention, writing assignment interpretation,

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SLO 2: Drafts as Scaffolding Assignments

Example of ENG 102 Draft Scaffolding Plan for Literary Essays

Self-Review for Literary Analysis Essay

Steps for Completion:

1. First, read your essay to yourself from title to conclusion.
2. Based on your reading, what observations can you make about your essay? Write at least 3 differentiated observations about your paper.
3. Next, carefully read the grading checklist below. Then, go back through your essay checking off areas that are included in your paper.
4. Now, go back through your essay document, and comment on areas that need to be added to, corrected, or revised.
 - Depending on your level of work, you may be commenting on issues concerning:
 - Content
 - Organization
 - Proofreading
 - MLA Check (formatting and documentation)
5. Use your responses to the checklist below plus your comments on the paper to guide you as revising your paper before the final turn in.

Basic	<ul style="list-style-type: none"> • Does the paper examine one literary piece? • Does the essay focus on one topic from the provided list? If you selected the "Your own line of investigation" option, are your topic(s) related by your instructor to address? • Does your paper include an introduction, body, and a conclusion? • Is the assignment placed in a Microsoft Word document in the label: <u>LitAnalysis_Essay.docx</u>? (Please be sure to use <u>your name</u> in the label.) • Is your paper set up to have MLA format? If the paper is not in basic MLA format, a letter grade will be deducted. • Is the document (including the page number section) within a black Times New Roman, 12 point font? • Does the paper include consistent double-spacing (with an extra spacing between paragraphs and sections of the essay)? • Are the opening lines of each paragraph indented 1/2 inch? • Is the author's last name and the page number included in the upper right-hand corner of each page? • Does the paper include appropriate heading information on the top left-hand side of the first page? (Name, Teacher's Name, Class Title, and Date) • Does the essay include an original title that gives the paper an identity? Is the title centered between the date and the first line of the paper? Does the title include appropriate capitalization? • Does the essay include 1-inch margins? • Are article titles as well as the titles of smaller works placed in quotation marks? • Are the titles of larger works, such as containers (like book, play, database, and website titles), italicized?
Introduction	<ul style="list-style-type: none"> • Does the introduction set the tone and purpose for the essay? • Does the introduction engage the audience's attention in some way? • Does the introduction introduce the paper's literary text and topic? • Does the essay include a thesis statement that states the argument you are making about your chosen text? • Does the thesis occur in a logical location in the paper's introduction?
Body	<ul style="list-style-type: none"> • Does your body create a meaningful discussion and argument of your overall point (also, your thesis)?
Conclusion	<ul style="list-style-type: none"> • Does each point of your body open with an intentional topic sentence controlling idea? • Do you use primary evidence from the assigned text to support your ideas within the essay? • Do you use secondary evidence from critical and scholarly sources to support your ideas within the essay? • Does each paragraph include a concluding sentence (or a series of concluding sentences) that wraps up the paragraph and/or links the audience out of the paragraph? • Do your supporting ideas link up in a clear way? • Do you use transitions to help connect each idea? • Are paragraph lengths appropriate for their given topics? • Overall, is the body of your essay easy to follow? • Is there a maximum 1 paragraph conclusion?
MLA Documentation	<ul style="list-style-type: none"> • Does the conclusion do the following: <ul style="list-style-type: none"> • rephrase your thesis, reminding your reader of your main argument for the paper; DO rephrase and paste your thesis; You must rephrase it. • synthesize your supporting ideas for the reader, reminding them of how you came to your conclusion. • effectively lead your reader out of the essay; there should be no lingering thoughts from your reader. • Overall, is the conclusion easy to follow? <p>General:</p> <ul style="list-style-type: none"> • Are all <u>required</u> sources used in the paper scholarly and selected from either the JSCC database or the "topic list"? • In-text Citations: <ul style="list-style-type: none"> • Do the ideas of other authors correctly cited or introduced? • Have quotes and paraphrased material been integrated grammatically so that sentences progress make sense? • Have you abided by the quoting rules for drama or prose, depending on what text you are using? <ul style="list-style-type: none"> ◦ For verse drama: <ul style="list-style-type: none"> • Have quotation marks been placed around short quotes (3 lines of verse or under)? Does the period occur after the parenthetical citation? • Are line breaks (/) been incorporated into the short quote that features 2-3 lines of verse? • Have long quotes (more than three lines of verse) been properly formatted? ◦ For prose: <ul style="list-style-type: none"> • Have quotation marks been placed around short quotes (4 typed lines of prose or under)? Does the period occur after the parenthetical citation? • Have long quotes (more than four typed lines of prose) been properly formatted? • If citations is necessary at the end of a paragraph, does the first word of the in-text citation correlate to the first element listed for that source on the Works Cited page? For sources with page numbers, have page numbers been appropriately added to the in-text citation? • Has the author explained how any quoted or paraphrased material relates to the paper? In other words, has all referenced information been "answered" on the paper (Johnson 201)? <p>Works Cited Page / Entries:</p> <ul style="list-style-type: none"> • Does the author include a Works Cited page that cites all sources (primary and secondary) included in the essay? • Are all Works Cited entries correct according to MLA guidelines? • Are all Works Cited entries placed in alphabetical order based on the author's last name as if
Proofreading	<ul style="list-style-type: none"> • as author is not available, the next element given in the citation? • Does the Works Cited page feature double spacing on each entry with a hanging indent on all second and subsequent lines? • Is proper punctuation used throughout each citation (including, but not limited to, a period at the end of the citation)? • Have all hyperlinks been removed from the Works Cited page? (Right-click on the hyperlink, and select "Remove hyperlink.") • Is the first line consistently in block, indented ink and in Times New Roman, 12 point font throughout the Works Cited page? • <i>If you would like to review MLA documentation, please check the "Format & Other Resources" page and click on "MLA & Plagiarism."</i> <p>Proofreading</p> <ul style="list-style-type: none"> • Has the essay undergone basic proofreading? While it is impossible to list all possible proofreading errors, here are the main ones that often appear in both amateur and professional writing: <ul style="list-style-type: none"> ◦ <u>run-on sentences</u> ◦ <u>comma splices</u> ◦ failure to appropriately capitalize ◦ misspelled or missused words ◦ awkward phrasing ◦ failure to use present tense when discussing literature ◦ inconsistent negative language, including similar meaning ◦ inappropriate use of "I" and "me" ◦ inconsistent use of sentence structure ◦ general punctuation errors with commas, semicolons, quotation marks, and/or parentheses • <i>If you need help with general grammar, please see the following link(s): Grammar, Citations, Sentences, and Punctuation.</i> <p>Total Points: 100 Points</p>

SLO 2: Lib Guide

JSCC Libraries

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English 102

Library Resources

- Search All Resources
- Textbooks and Learning Resources
- Literature Databases and Resources
- Literary Symbols, Terms, Theory
- Process of Writing

Research & Writing Skills Resources

MLA Documentation

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Search all library resources at once!

- [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'](#)

Textbooks and Learning Resources

- [Writing Spaces: Readings on Writing, Volume 1](#)
Topics in Volume 1 of the series include academic writing, how to interpret writing assignments, motives for writing, rhetorical analysis, revision, invention, writing centers, argumentation, narrative, reflective writing, Wikipedia, patchwriting, collaboration, and genres.
- [Writing Spaces: Readings on Writing, Volume 2](#)
Topics in Volume 2 of the series include the rhetorical situation, collaboration, documentation styles, weblogs, invention, writing assignment interpretation.

Library Tools


- [Cambridge User Guides](#)
- [Core English Skills Review \(PrepStep\)](#)
- [Databases A to Z](#)
- [English as a Second Language](#)
- [Evaluating Internet resources](#)
- [Finding Critical Articles in Literature](#)


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)	Excellentl <u>thought out</u> 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 <u>flawlessly, and</u> 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 <u>missing</u> key elements	Missing or weak ties to overall argument and/or does not set up or <u>conclude</u> 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: Plagiarism Tutorial Videos




Your Profile

Plagiarism 2.0: Information Ethics in the Digital Age Full

Video (21:36) Hide Segments/Transcript



0:00 / 21:36

Share Add to Cite Segments

Segments Transcript

FULL PROGRAM

Plagiarism 2.0: Information Ethics in the Digital Age

SEGMENTS

1. Plagiarism 04:36
2. Avoiding Plagiarism 04:02
3. Protected Content: Copyright and Fair Use 03:52
4. Protected Content: Fair Use 01:52
5. Preventing Plagiarism 04:26
6. Fast Facts and Terms to Remember 01:31
7. Credits: Plagiarism 2.0: Information Ethics in the Digital Age 00:53

SLO 3: Research-Specific Class Days

Example of Critical Research Days in ENG 102 Classrooms for Fall 2021

harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

♦ **Academic Honesty Policy:** All students enrolled at JSCC are expected to conform to the college's Academic Honesty Code. This code requires that all students act with integrity in the performance of their academic work. Any student who fails to act with integrity in the performance of his academic work may be charged with a violation of the Academic Honesty Code. Please refer to your student handbook or the Jefferson State website for a full explanation of this policy and its procedures.

Possible Delivery Method Changes
In the event Jefferson State Community College should experience the need for all in-person classes to transition to remote instruction due to pandemic or other event warranting the need for such plans, an addendum to the syllabus will be provided to students. This addendum will provide details pertaining to the college, department, and/or program's remote instructional plan to complete the necessary theory, lab, and/or clinical to meet the course objectives necessary for successful course completion in a remote environment. For further information concerning this, please contact your course instructor at ecevas@jeffersonstate.edu.

*This schedule is subject to change based on the needs and progress of our class. Students should always check the "Announcements" tool and "Course Units" section in Blackboard for the latest details on the course schedule and assignments.

COURSE SCHEDULE

Week 1 (Aug. 16)
Introduction to the Course

Week 2 (Aug. 24 & 26)
Discussion: From Rhetoric to Literature
Discussion: Preparing to Read "A Good Man Is Hard to Find"
Short Fiction Analysis - Essay Assigned

Week 3 (Aug. 31 & Sept. 2)
Discussion: "A Good Man Is Hard to Find"

Week 4 (Sept. 7 & 9)
Short Fiction Analysis - Rough Draft - Due Sept. 7 in class
Discussion: "Araby" on Sept. 9
Short Fiction Criticism - Essay Assigned

Short Fiction Analysis - Final Draft - Due Sept. 9 by 11:59 PM on Blackboard

Week 5 (Sept. 14 & 16)
Discussion: Critical Research on Chivalry and its Application to "Araby"

Week 6 (Sept. 21 & 23)
Short Fiction Criticism - Rough Draft - Due Sept. 21 in Class
Discussion: Preparing to Read *The Dumb Waiter*
Short Fiction Criticism - Final Draft - Due Sept. 23 by 11:59 PM on Blackboard

Week 7 (Sept. 28 & 30)
Drama Research Project Assigned
View/Discuss: *The Dumb Waiter*

Week 8 (Oct. 5 & 7)
Discussion: Critical Research on *The Dumb Waiter*

Week 9 (Oct. 12 & 14)
Drama Project - Rough Draft - Due Oct. 12 in class
Poetry Crit - Oct. 14

Week 10 (Oct. 19 & 21)
Discussion: Introduction to Poetry
Drama Project - Final Draft - Due Oct. 21 on Blackboard

Week 11 (Oct. 26 & 28)
Discussion: Group 1 Poems

Week 12 (Nov. 2 & 4)
Poetry Analysis Essay Assigned
*Last Day to Withdraw with Automatic W - Nov. 3
Discussion: Group 2 Poems

Week 13 (Nov. 9 & 11)
Discussion: Group 3 Poems - Nov. 9
Veterans Day Holiday - No Class - Nov. 11

Week 14 (Nov. 16 & 18)
Poetry Analysis Essay - Rough Draft - Due Nov. 16 in Class
Poetry Analysis Essay - Final Draft - Due Nov. 18 on Blackboard

Week 15 (Nov. 22-26)
THANKSGIVING HOLIDAY

Week 16 (Nov. 30-Dec. 2)
Discussion: Final Revision Assignment

Week 17 (Dec. 7 & 9)
Final Revision Due - Dec. 9 (no late submissions accepted)

SLO 3: Research-Specific Rubric Areas

Example of ENG 102 Research Components Used in Assignments

Multi-Modal Drama Project

Directions
Students will produce a multi-modal project that responds to the following prompt and meets the guidelines below:

Prompt
What makes Harold Pinter's play *The Dumb Waiter* a significant contribution to the art of drama?

Guidelines
The project will respond to the above prompt through 7 key areas of analysis. Each area should have its own defined section to the project and provide coherent analysis of primary and/or secondary evidence to fulfill the needs of the section as well as the prompt.

Sections

1. Introduction (8%)– Focused setup for the project
 - a. Lead-in
 - b. Identify the author and text
 - c. Identify historical context
 - d. **Stake** claim relevant to the prompt
2. Play Overview (14%)– Summary of the primary text
 - a. Brief overview of the play
 - b. Summary must be focused and relevant to the prompt.
3. Critical Review (25%)– Researched based overview
 - a. Summary of two critical articles relevant to the play
 - i. Identify the thesis of each article
 - ii. Summarize major evidence for each article's thesis
 - b. Briefly analyze each article to connect back to your project thesis stated in your introduction.
4. Modern Relevance (15%)– What makes this play similar to/different from modern art, entertainment, and/or philosophy?
 - a. Focusing on one theme of the play, explain how this play is relevant to contemporary art, entertainment, and/or philosophy. While this is somewhat open to opinion, your analysis should demonstrate an understanding of the play as you consider its potential connections to other areas of art, entertainment, and/or philosophy in contemporary cultures.
5. Adaptation (10%)– What would you change if producing this play for a performance in 2021?
 - a. Analyze the text to determine what is specific to the period/context of its original production.
 - b. Explain how those period specific elements could be changed to modern situations without losing the play's intentions and relevance.

6. Performance (7%)– Cast two contemporary actors to perform these characters.

- a. Analyze the characters highlighting key traits of each.
- b. Explain how the two actors you've selected make appropriate choices for portraying these key traits. Be sure to distinguish what makes each character unique from the other.
- c. The actors you select must be alive today, but they can be anyone from contemporary television, film, stage, or web media.

7. Conclusion (4%)– Close out project

- a. Connect any final thoughts regarding the play and its significance.
- b. What advice would you offer someone about to read or view this play for the first time?

Documentation (5%)

You must use proper MLA style documentation throughout the project. All sources, both primary and secondary, must be cited within the body of the project and on a separate Works Cited section. The Works Cited should be the final section of the project right after the Conclusion.

Multi-Modal Genres (12%)

Instead of developing a standard academic essay for this assignment, I am asking you to develop a **multi-modal genre**. Multi-modal genres are genres that blend text, images, and elements of visual design to persuade readers. Some of the most popular multi-modal forms include Power Point Presentation, Slideshare, Basic Websites, Documentary Videos, Print, Sway Projects and Blogs. Select one of these as your multi-modal genre. If you wish to use something different, it must be approved by the instructor.

Multi-Modal Genre Requirements

- You must utilize a genre that blends images, visual design, and text.
- You must have a minimum of **1000 words of text** in addition to your visual images.
- You must **cite all** of the images that you utilize unless they are your original creation.
- You must utilize a minimum of **two secondary sources** to support your argument.
- You must also use the primary source for original textual details.
- Your project must be a **standalone presentation**, meaning it should not require outside input to be fully experienced and understood. This means you may need to provide other layers of detail (audio narration, subtitles, section headers, etc.) for viewers/readers to grasp the intended relationships between images and text.

Visual Design

In addition to the common needs of formal writing, you will want to consider the needs of visual design:

- **Visual Function**: A clear purpose for the text and design elements in your project. Each element will need to be "functional" rather than ornamental.
- **Visual Impact**: visual images work with the text to create a persuasive overall effect, one that engages the viewer/reader and moves them to consider the argument.
- **Visual Coherence**: clear and coherent connections between the visual elements of the text are connected by the text.



Assessment Record

Program: Communications- ENG 251

Assessment period: 2020-21

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	Fall 2020-Summer 2021: 93% of students met a satisfactory proficiency level in examining listed elements.	Observations/Changes: Instructors saw much success with the use of American Passages videos and will continue to use them this year. Instructors also will continue to utilize scaffolding assignments. A

<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>assessment with rubric.</p>	<p>Number of Students Assessed 571 Students/21 Sections</p> <p>Annual Summary Shelby: 297/314 (95%)</p> <p>Jefferson: 129/138 (93%)</p> <p>Clanton: 73/90 (81%)</p> <p>Pell City : 24/29 (83%)</p>	<p>new instructional technique that will be applied is the use of pre-reading questions and use of either textbook background reading material or library article background reading material to set the literary, historical, and cultural landscape foundation for students.</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 2020-Summer 2021: 85% 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 560 Students/21 Sections</p> <p>Annual Summary Shelby: 289/311 (93%)</p> <p>Jefferson: 106/131 (81%)</p> <p>Clanton: 77/89 (87%)</p> <p>Pell City : 22/29 (76%)</p>	<p>Observations/Changes: The department has purchased a new technology called Thinglink for use beginning Fall 2021 semester and instructors will use this or other multi-modal platforms (Sway or PowerPoint, etc) to help students scaffold writing assignments into technological projects. This addition of a technological aspect to student writing might help students see their research as more relevant in a digital age. Instructors will also create or use more readily their own guides for classes on the JSCC Library webpage to support student research for papers.</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	

SLO 1: Sample Exam Questions

Question	What does the word <i>thanatopsis</i> mean?
Answer	<input checked="" type="radio"/> A. a meditation on death <input type="radio"/> B. a meditation on Thanos <input type="radio"/> C. a meditation on the what ifs of life
Question	Why did the ideas of womanhood and domesticity not necessarily apply to enslaved women?
Answer	<input checked="" type="radio"/> A. Enslaved women could not legally marry. <input type="radio"/> B. Enslaved women could not have a home of their own. <input type="radio"/> C. Enslaved women were often separated from their children.
Question	In early American literature, the texts mostly wrestled with what questions? (Select all that apply)
Answer	<input checked="" type="checkbox"/> A. Who is an American? <input checked="" type="checkbox"/> B. What is America? <input type="checkbox"/> C. Was the American Revolution worth the sacrifice? <input type="checkbox"/> D. Is American God's chosen nation?

SLO 1: Pre-reading Questions

Example ENG 251 Pre-Reading Questions

Questions for Irving, Poe, and Hawthorne:

Irving:
 "The Legend of Sleepy Hollow"
 1. What enchantments do you find in this story, other than just the "ghosts"?
 2. What are the character descriptions and why are they significant?
 3. How do you see the idea of potential (enterprising thoughts) in the characters?

Poe:
 "Masque of the Red Death"
 1. How do the symbols of the rooms, colors, character names and character descriptions (the clock), and setting create a sense of enchantment?
 "Fall of the House of Usher"
 1. What borders do you see in this piece—explain.
 2. What enchantments do you see in this piece—explain.
 "Purloined Letter"
 1. How does Poe blur borders with the use of ciphers (disguised way of writing the secret letter)?

Hawthorne:
 "The May-Pole of Merry Mount"
 1. What are the borders between this story and the account in both from *Of Curses*?
 2. How do you see the idea of potential reform in the characters of Edith and "The Birthmark"
 1. What borders and enchantments do you see here in the notion of science
 2. Google "The Pygmalion myth" (this is a good link: <http://www.greekmythology.com/galatea/>). How does Aylmer act as a latter day Pygmalion? How are they different?
 3. How can you link other stories like *Frankenstein* to this story?

Questions for Reading Emerson (Introduction/Nature) and Thoreau

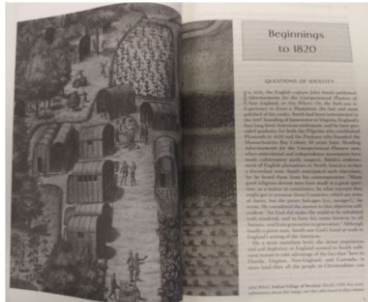
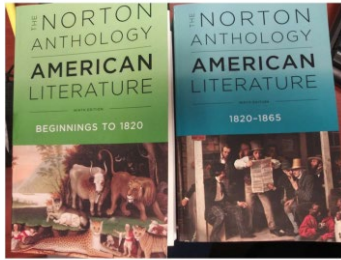
Emerson:
 From these first two chapters, find 3 borders or boundaries to freedom you see and explain.

Thoreau:
 1. One example of Thoreau's idea of the cost of things being the life required argument that he could travel faster by foot than by railroad. Would Thoreau have traveled by railroad? Auto travel (if you had to buy a new car first)? Airplane travel? Why or why not?
 2. Thoreau says that some of his young fellow townsmen have had the misfortune of other livestock and equipment. Most people would think this is a good thing. Why or why not?
 3. Americans have always valued hard work as a virtue. Thoreau, however, advocates a kind of self-imposed slavery and to a life of "quiet desperation." What is Thoreau's view on "Negro" slavery and why? What is quiet desperation?
 4. Thoreau raises the issue of what we should expect to get from an education: "play life, or study it merely," but "live it." What does he mean by this?

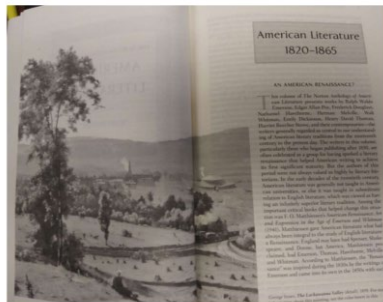
Rebecca Harding Davis Discussion Group:

1. Compare the two minority issues going on in the nation between 1820s and 1840s: immigration during the years leading up to the Civil War and during what is termed the beginning of the Industrial Revolution. What laws are being passed? What work is being done both agriculturally and industrially? Which do you think is more on the minds of the public now? Which do you think the public now knows more about? Why?
2. How does the author use setting in the town to paint a picture of the condition of the immigrants? How does she use setting at the end of the story to illustrate the condition of the immigrants? What is their dialect? Why do these illustrations mean anything overall?
3. How does the author illustrate the characters of the immigrants? What are the descriptions? What is their dialect? Why do these illustrations mean anything overall?
4. How does the author illustrate the characters of the upper class? What are the descriptions? What is their dialect? Why do these illustrations mean anything overall?
5. What is the heart of the decision between Hugh keeping the money or returning it? Does it have a fix? Why or why not?
6. How is religion illustrated in this decision (pages 1724 and 1725 and pages 1731-1732)? Does it have a fix? Why or why not?
7. What kinds of modern issues do you think illustrate this presentation of oppression?

SLO 1: Textbook Background Reading Material



Pages 3-26



Pages 3-22

SLO 1: Library Article Background

Example ENG 251 Library Pre-Reading for Units

Unit Background Reading

Build Content Assessments Tools Partner Content

Library Critical Article Reading (1.5 MB)

Attached Files: American Literature from 1600 through the 1820s Article.pdf (1.5 MB)

Augustin Adam: American Literature From 1600 Through the 1820s. Vol. 1st ed. Stenmark Educational Publishing, 2011. pp. 11-19. EBSCOhost. search.ebscohost.com/login.aspx?direct=true&AuthType=ip.shib&db=mh&AN=317134&oledb=

Unit One Library Article Recap and Reading Introduction (4.903 MB)

Attached Files: American Culture and Entertainment Intro.pptx (4.903 MB)

Transcript of Unit One Introduction.docx (13.543 KB)

Click here for a video going over the library article reading and introduction to the library works in this unit. You may also click on the attachment for the transcript to this video or the PPT used in the video.

Unit Background Reading

Build Content Assessments Tools Partner Content

Library Critical Article Reading (1.164,706 KB)

Attached Files: Immigration, Ethnicity, and Class in American Writing, 1830-1860 Article.pdf (1.164,706 KB)

Bussena, Leonardo. Immigration, Ethnicity, and Class in American Writing, 1830-1860. Reading the Stranger. Fairleigh Dickinson University Press, 2014. pp. 1-17. EBSCOhost. search.ebscohost.com/login.aspx?direct=true&AuthType=ip.shib&db=mh&AN=872911&oledb=

Unit Four Library Article Recap and Reading Introduction (8.022 MB)

Attached Files: Protest and Humanitarian Intro.pptx (8.022 MB)

Transcript of Unit Four Introduction.docx (15.404 KB)

Click on this link for the YouTube Introduction video. You may also click on the attachments for the transcript to this video or the PPT slide used in the video.

Unit Background Reading

Build Content Assessments Tools Partner Content

Library Critical Article Reading (109,841 KB)

Attached Files: Environmental Awareness and the Design of Literature Article.pdf (109,841 KB)

Speoq, François. Environmental Awareness and the Design of Literature. Brill, 2016. pp. 1-4. EBSCOhost. search.ebscohost.com/login.aspx?direct=true&AuthType=ip.shib&db=mh&AN=1339602&oledb=

Unit Three Library Article Recap and Reading Introduction (11,114 MB)

Attached Files: Nature and Exploration Introduction.pptx (11,114 MB)

Transcript of Unit Three Introduction.docx (15,219 KB)

Clicking on this link will take you to the short video discussing the main points of this library article and what to look at in these reading selections. You may also click on the transcript or the PPT both provided as attachments.

SLO 2: Essay Prompt

Literature¹ Research Project: LIT-O²

OVERVIEW

You will use Thinglink² to complete a comprehensive project comprised of a textual analysis using primary and secondary sources and various types of media to enhance your presentation of a theme among various types of texts.

This project is called LIT-O, which is kind of like BINGO with a dorky English Twist. Each letter represents a part of the LIT-O acronym.

L = Literary Analysis: an analysis of one of the literary texts read in our class in relation to the overall theme of your project. (If you find that one of your writing assignment topics from earlier this semester is relevant, you may use the paragraph you wrote with revisions and additions based on my comments as the basis for your literary analysis.)

I = In the News: an analysis of a current event or issue in relation to the overall theme of your project.

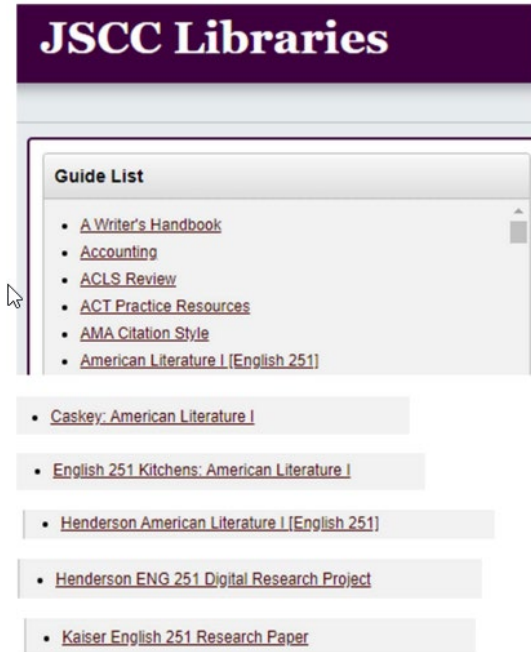
T = Trending in Pop Culture: an analysis of a pop culture text (book, song, TV show/episode, film, video game, etc.) in relation to the overall theme of your project

O = Observations on the Theme: an overview of the theme, including a clear theme statement, its significance to American culture, and the thesis statement. (Note: This paragraph will actually be the first full paragraph of the project. It's really the introduction or the abstract.)

SLO 2: Thinglink

 Jefferson State COMMUNITY COLLEGE		2651 CARSON ROAD BIRMINGHAM, ALABAMA 35215-3098 PHONE (205) 853-1200 FAX (205) 856-7781 EMAIL: purchasing@jeffstateonline.com		Page 1	
Vendor Number: A02300478 Requisition Number: P0002122 Show PO number and your Federal Tax ID or Social Security Number on your invoice.		S T I P Barbara Goss - CCC Central Receiving 1850 Lay Dam Rd. Clanton AL 35045		Vendor Phone: Vendor FAX: PO Number: P0002122 Issue Date: 04/06/21 Delivery Date: Contact originating department to confirm acceptance of PURCHASE ORDER and delivery date.	
Buyer: Colton Wilson		Terms:			
FGAPAL Percent: 100		FGAPAL Percent:			
110109-406010-720700-4001		100			
Item	Description	Quantity	Unit Cost	Total Cost	
1	thinglink Institutional License	1.00 EA	5,000.0000	5,000.00	
FOB:				TOTAL: 5,000.00	

SLO 2: Instructor Lib Guides

A screenshot of the JSCC Libraries website. At the top is a dark purple header with the text "JSCC Libraries" in white. Below the header is a "Guide List" section. This section contains a scrollable list of links: "A Writer's Handbook", "Accounting", "ACLS Review", "ACT Practice Resources", "AMA Citation Style", and "American Literature I (English 251)". Below the scrollable list are five more links, each on a separate light gray background: "Caskey: American Literature I", "English 251 Kitchens: American Literature I", "Henderson American Literature I (English 251)", "Henderson ENG 251 Digital Research Project", and "Kaiser English 251 Research Paper".

JSCC Libraries

Guide List

- [A Writer's Handbook](#)
- [Accounting](#)
- [ACLS Review](#)
- [ACT Practice Resources](#)
- [AMA Citation Style](#)
- [American Literature I \(English 251\)](#)

- [Caskey: American Literature I](#)
- [English 251 Kitchens: American Literature I](#)
- [Henderson American Literature I \(English 251\)](#)
- [Henderson ENG 251 Digital Research Project](#)
- [Kaiser English 251 Research Paper](#)



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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
SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key	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	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment rubric.	Fall 2020-Summer 2021: 215/239 students met this objective (90%) Number of Students Assessed 239 Students/10 Sections Yearly Campus Summary	Observations/Changes: Discussion boards , video documentaries , and instructor lectures were successful tools this year. In addition to those, instructors will implement additional learning activities to provide students more practice in critically analyzing the reflection of cultural ideology

<p>terms for genres of literature and literary movements in American literature during the period of 1865-Present.</p>	<p>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: Shelby :69/77 (90%) Jefferson : 68/76 (89%) Clanton : 60/67 (90%) Pell City: 18/19 (95%)</p>	<p>and historical background in the literature. Example planned activities include providing prereading questions or reading guides for students to use as they work through material, or even the use of collaborative social annotation sites such as Perusall.</p>
<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>Sample 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><u>Fall 2020-Summer 2021:</u> 182/235 students met this objective (77%)</p> <p>Number of Students Assessed 235 Students/10 Sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 61/77 (79%) Jefferson : 55/73 (75%) Clanton : 50/66 (76%) Pell City : 16/19 (84%)</p>	<p>Observations/Changes: The inclusion of the general information on the library and the “Search Everything” tool, the suggested databases for literary criticism, and the text specific resources and research starters, students continue to struggle with using and citing primary and secondary sources correctly. Potential new strategies for addressing this issue involve detailed instruction on how to use quotations from both primary and secondary sources, as well as lessons on primary versus secondary sources and their use. Another strategy is to expand the use of smaller stakes writing assignments or “portfolio” assignments for students to practice these skills prior to completing larger stakes assignments. Examples of lower stakes activities include close reading of a secondary source and correctly using primary and secondary sources in writing.</p>
<p>Plan Submission Date:</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

Question Which of the following characteristics of Local Color is most significant?

Answer A. Use of dialect

B. Use of irony and humor.

C. Use of a trickster

Question The name of the first chartered all black town in America was

Answer Durham, North Carolina

Chicago, Illinois

Yoknapatawpha, Mississippi

Eatonville, Florida

Question Why were other African American writers critical of Zora Neale Hurston's works?

Answer They felt she relied on her background for fame and was not a good writer.

They felt she was degrading rural blacks by her use of dialect.

They felt she was trying too hard imitate the style of white writers.

None of these

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:

Module 3: Feminism: Short Fiction Alternative Post

Choose one of the following ways of responding to the texts in this section:

1. Use one of the Essential Questions for the unit as your topic
2. Tell us your reaction to one of the short stories, how you think it exemplifies an aspect of feminist ideology
3. Share a brief passage you found meaningful and would like to explore.
4. Ask a question you have about the story, or answer a question posed by a colleague. You can also address a question from the reading guide.

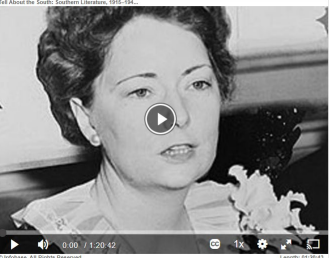
Don't just talk about surface level topics. Use this opportunity to explore your thinking and go into depth on the poem of your choice. Reflections should be original and authentic. Answers should be a paragraph of at least 300 words.

SLO 1:

The Southern Renaissance (Modernism)

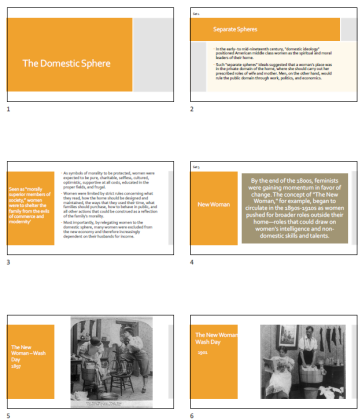
Please review the section of the Historical Overview and Literary Thought presentation on the Southern Renaissance. Please watch the following clips: Beginning to 5:35, 31:14-31:55, 44:04-48:56, and 1:10:25-1:20:42. Use the Reading questions to make sure you are on the right track.

Tell About the South: Southern Literature, 1915-1914



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

SLO 1:



1. The Domestic Sphere

2. Separate Spheres

3. Gender Roles

4. New Women

5. The New Woman

6. The New Woman

SLO 1:



Introduction

We will be considering the texts in this section through the thematic lens of Utopia or Dystopia. These works were all written during the Postmodern or Contemporary movements. The genre represented here is short fiction. Obviously, there are other thematic subjects; however, your job is to look at the works as utopia/dystopian and consider what point the author is making about contemporary society.

ESSENTIAL QUESTIONS:

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. (Not just that it exists or does not exist, but why was it brought in in the first place?)
4. What does the story say about the role of technology in the world?
5. What aspects of the society are being satirized in the story? (See the Historical Overview and Literary Thought presentation.)
6. Choose several characteristics from the Dystopian Literature Handout and analyze their prevalence in the story of your choice.

SLO 1:

Module Instructions and Reading Guide

1. Open the module by clicking on the title next to the module icon above. Work through the module in order to view all notes, videos, or presentations. You must read all the assigned reading selections.
2. Print out the [Module Reading Questions](#) to guide your study. You will not turn these in, but you may use them as your work through the module to clarify your understanding. They will also serve as your study guide.
3. Complete the assignments within the module by each assignment's individual due date. If you miss a due date, you may still turn the assignment in for partial credit until the date the Module 1 exam closes.

Richard Wright "The Man Who Was Almost a Man," Introductory Videos, and Lecture Video

From Any Place but Here

1. How did the sharecroppers make a living?
2. What is the commissary?
3. How did prices at the commissary compare to prices elsewhere? Why is this so? What was the result?
4. Why were sharecroppers never able to get out of debt?
5. What was the system of legal separation of the races known as in the South?

From Richard Wright: Black Boy

1. How did H. L. Mencken affect Richard Wright?
2. Where did Wright go when he first left the South during the Great Migration?
3. What was the John Reed club a "front" for?
4. What opportunity did the Communist party offer for Richard Wright?

"The Man Who Was Almost a Man"

1. What is the significance of the title change from the 1940 original title to the revised title in 1960?
2. Why does Dave want to own a gun so badly?
3. What is Mr. Hawkins' relationship with Dave like? What about Dave's relationship with Mr. Joe? Is either of these men the villain of the story?
4. What effects do the historical context have on the time of the story?
5. How does the story reveal Wright's belief in the philosophy of the Communist party?
6. What did the Great Migration represent to African Americans?
7. Explore the symbolism of the gun for Dave.
8. Explore the symbolism of killing Jenny and what she represents.
9. Is Dave a man?

SLO 1:

Class Discussions and Social Annotations

- **Flipgrid Discussions:** We use Flipgrid to create video discussions. Flipgrid is a free online video discussion platform where you can record a short video responding verbally to a question or prompt about a reading assignment or topic. All Flipgrid topics can be accessed in Blackboard using your Jefferson State email address. The Flipgrid platform uses social media-like tools to record, edit, and upload videos, and you can record on your computer with a webcam or by using your smartphone.

- **Social Annotations with Perusall:** Perusall is an e-reader platform that allows us to annotate the assigned readings and engage the reading material in a style akin to social media posting. Students can write full comments, "like" comments, use hashtags, link URLs to their comments and even use emoticons. Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the assigned readings with others in your class. See this example of annotations, and an explanation of the assessment of the annotations. More information will be provided in the course.

The screenshot displays the Perusall interface. At the top, there is a navigation bar with links for About, Pricing, Stores, Research, Blog, Webinar, Exchange, Careers, Support, and Log in. The main content area is divided into two columns. The left column shows a document titled "Introduction to Electric Charge and Electric Field" with a video player below it. The right column shows a list of annotations from other users, each with a profile picture and a timestamp. The annotations discuss concepts like static electricity, molecular charges, and Coulomb's Law. A red box highlights a specific annotation: "I'm not sure if this is correct, but here is my understanding of what is happening: objects are made up of many molecules which each contain atoms. These atoms can have positive or negative charges that give molecules a charge. Within an object made of many molecules, these molecules can each have positive or negative charges based on the arrangement of electrons within the molecules. The net charge is based on the sum of all the + and - charges of the molecules that make up the object. By rubbing objects together, it is possible electrons could jump to other molecules (+) and thereby give different electrical charges to the objects. This is the aspect I am not sure of - how charges are transferred between objects." Below this annotation, there is a text box that says "Text for students to read."

SLO 2:

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:

	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:

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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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:

Richard Wright: "The Man Who Was Almost a Man"


- [Research Starter: Richard Wright](#)
Link out to a Research Starter on Wright.
- [Research Starter: The Man Who Was Almost A Man](#)
Link out to a Research Starter on "The Man Who Was Almost a Man".

SLO 2:

Video #2: Quotation Sandwiches



Accessibility Options:

 **CC**

You may download and print a [transcript](#) of the presentation or download a [text only version](#) of the slides used in the video.

SLO 2:

What Are Secondary Sources Used For?

- Secondary sources are good for gaining a full overview of your topic and understanding how other researchers have approached it.
- They often synthesize a large number of primary sources that would be difficult and time-consuming to gather by yourself.
- Gain background information on the topic
- Support or contrast your arguments with other researchers' ideas
- Gather information from primary sources that you can't access directly (e.g. private letters or physical documents located elsewhere)

What do you use secondary sources for?

Secondary sources are good for gaining a full overview of your topic and understanding how other researchers have approached it. They often synthesize a large number of primary sources that would be difficult and time-consuming to gather by yourself. They allow you to:

Gain background information on the topic

Support or contrast your arguments with other researchers' ideas

Gather information from primary sources that you can't access directly (e.g. private letters or physical documents located elsewhere)

SLO 2:

ENG 252 Module 3: Close Reading of a Secondary Source

PURPOSE

To practice using a modified version of the CRIT process to closely [read a secondary source](#) (link to video) and identify important ideas from the source. This assignment will prepare you for using secondary sources in your final research project for this class and is applicable to any situation where you must use secondary sources in research. After completing this assignment, you will be able to:

1. Identify passages that are significant in relation to an argument.
2. Clarify your understanding of words, terms, or phrases used in the context of the passage.
3. Restate the idea in your own words to demonstrate your understanding of the passage.

TASKS

To complete the assignment, do the following:

1. Read the article "[Gender Roles and Economic Power in 'The Gilded Six Bits.'](#)"
2. Create a Word document through O365.
3. Identify at least 3 passages from the article that you find significant. Copy each passage from the article into your document.
4. Under each passage, complete the process outlined in the Close Reading of a Secondary Source video for working with each quotation and restating the ideas in your own words.
5. Follow the conventions for Standard Academic Writing (grammar, punctuation, spelling, capitalization).
6. When you are finished, save your document with your last name and first initial, assignment title. For example, I would save mine as hendersonk_closereading3.
7. Attach the file (upload it) on the Assignment page. Do not type your assignment in the Write Submission box on Blackboard.
8. Check the box for Safe Assign and then click Submit to turn in your assignment.

CRITERIA FOR SUCCESS

The assignment is worth 30 points and will be graded according to the attached rubric:

Passage 1: Identified significant passage; copied onto document; evidence of working with the quotation to define words/context; restatement of the idea in student's own words to demonstrate understanding.	10
Repeat for Passage 2	10
Repeat for Passage 3	10

I will also consider the following:

1. Complete responses to the steps as outlined in the prompt and Writing Lesson Video.
2. Follows assignment directions (completion, submission, Standard Academic writing, Safe Assign).

SUBMIT BY THE DUE DATE

The assignment is due by 11:59 p.m. on the due date indicated on the weekly schedule and course calendar. Please note I have given you two attempts to submit the assignment in the event that something doesn't work the first time. The last attempt submitted will be graded. Late assignments can still be submitted for 80% credit until the day the exam for this module closes, which is also noted on the course calendar and weekly schedule. After that time, late assignments are not accepted except for in extreme circumstances with documentation and at the instructor's discretion.

ACADEMIC INTEGRITY

This assignment should be completed on your own, and without the aid of any additional websites (with the exception of a dictionary/thesaurus for looking up unfamiliar words). No other outside information should be used. I want to see your ideas and interpretation. All assignments are checked through SafeAssign. If you struggle with the assignment, please email me to schedule a Collaborate conference.

SLO 2:

Module 4 Writing Assignment

Purpose:

To write a literary analysis paragraph that answers one of the Essential Questions for Dystopian literature and incorporates examples and quotations from both the primary source (the story) and a secondary source. This assignment will prepare you for using secondary sources in your final research project for this class and is applicable to any situation where you must use secondary sources in research.

After completing the assignment, you will be able to:

1. Write a literary analysis paragraph of a short story answering one of the Essential Questions for Dystopian literature.
2. Correctly incorporate quotations from the primary source and a provided secondary source.
3. Create a Works Cited Page of both sources used in the paragraph.

TOPIC

Choose one of the Dystopian literature Essential Questions to answer in a literary analysis paragraph about either "Harrison Bergeron" or "The Pedestrian." Incorporate information from one of the provided secondary sources.



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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 **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
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	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	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment .	<u>Fall 2020-Summer 2021:</u> 139/159 students met this objective (87%) Number of Students Assessed 159 Students/7 Sections <u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 84/97 (87%)	Observations/Changes Instructors will continue to use scaffolding assignments such as Online Quizzes/Surveys , lectures, in-class/online discussion forums , journals, group projects , and interactive games to provide learners preparation and training in the application of characteristics of literary periods and surrounding cultural contexts to questions about texts, authors, and key literary ideas on exams. Emphasis is also

<p>movements in British literature during the period of Inception-End of 18th Century.</p>	<p>terms for genres of literature and literary movements.</p>		<p>Jefferson : 29/31 (94%) Pell City: 26/31 (84%)</p>	<p>being placed on new pedagogical tools such as flow charts, alternative/speculative versions of literature and poetry, and creative writing assignments to help engage students in entertaining ways of looking at literary periods, cultural conditions, philosophical moments, and key terms in British literature.</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><u>Fall 2020-Summer 2021:</u> 139/158 students met this objective (88%) Number of Students Assessed 158 Students/10 Sections <u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 84/98 (86%) Jefferson : 27/29 (93%) Pell City: 28/31 (90%)</p>	<p>Observations/Changes: Instructors will continue modeling research, providing specific line-by-line outlines, and utilizing JSCC’s academic journals and databases. Instructors also plan to use more process writing, including rough drafts, peer reviews, conferencing, paper checklists, and creative paper topic options. Additionally, Instructors are using the JSCC Writing Center as a means of improving writing skills, and utilizing programs such as PrepStep to refine skills in organization, diction and tone, using sources, sentence structure and style, and revising.</p>
<p>Plan Submission Date:</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

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.

3. "Choose now," she said, "one of these two: that I
Be old and ugly till the day I die,
And be to you a true and humble wife,
One never to displease you all your life;
Or if you'd rather, have me young and fair,
And take your chance on those who will repair
To your house now and then because of me
(Or to some other place, it may well be).

4. "Art thou that hero with Breca did struggle,
On the wide sea-currents at swimming contended,
Where to humor your pride the ocean ye tried,
From vainest vaunting adventured your bodies
In care of the waters? And no one was able
Nor lief nor loth one, in the least to dissuade you"
Who here in this house thinks he has what it takes,
has bold blood and a brash head,
and dares to stand his ground, giving stroke for stroke?
Here! I shall give him this gilded blade as my gift.

5. this heavy ax shall be his, to handle as he likes,
and I shall stand here bare of armor, and brave the first blow.
If anyone's tough enough to try out my game,
let him come here quickly and claim his weapon!
I give up all rights; he will get it for keeps.
I'll stand like a tree trunk -- he can strike at me once,
if you'll grant me the right to give as good as I get
in play.

6. Then they showed him the shield, that was of sheer gules, with the
pentangle painted in pure gold. He took it by the baldric and cast it
about his neck; and it became the hero passing fair. And why the
pentangle pertains to that noble prince I mean to tell you, though it
should delay me. It is a sign that Solomon set formerly as a token of
truth, by its own right, for it is a figure that holds five points, and each
line overlaps and locks in another; and throughout it is endless; and the
English call it everywhere, as I hear, the endless knot. Therefore it suits
this knight and his clear arms, forever faithful in five things, and in each
of them five ways.

Short answer (4 points each = 36%): For each question, provide a few sentences specifically
explaining the answer and the author(s)/concepts it is related to.

7. What is expected of knights, both behavior-wise and in how they live their lives?
8. Provide four specific examples of parody from *Monty Python and the Holy Grail*.
9. What is a kenning? Provide an example.
10. What does *dance macabre* (dance of death) mean? Example?
11. What is a "loathly lady" tale and where does it appear?
12. What is an epithet, where does it come from, and what might be an example?
13. What is a pilgrimage, why is it important, and who participates?
14. What is a fabliau? Example?
15. What is a liar's paradox? 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:

The screenshot shows the Kahoot! interface for a quiz titled "The Miller's Tale Quiz". The quiz is private and has 0 favorites, 2 plays, and 37 players. It was created by user "jmelvnuab" 3 years ago. The quiz consists of 5 questions, with the first four visible:

- 1 - Quiz: The Miller is what while telling the story? (Image: A man on a horse, 20 sec)
- 2 - Quiz: Who is married to Alisoun? (Image: A man and a woman, 20 sec)
- 3 - Quiz: Who convinces John that a flood will strike? (Image: A man in a boat, 20 sec)
- 4 - Quiz: What was John told to do in order to survive the flood? (Image: A man in a boat, 20 sec)

SLO 1:

Faustus Discussion

Faustus is such an interesting play, one that has become a standard folktale in a lot of different cultures. We've seen it in America in two different places, New England and the South. Some of you may have read "The Devil and Daniel Webster" before. Similar story, puritan setting. Others may have heard of a blues guitarist from Mississippi named Robert Johnson. [Legend has it that he met the devil at a crossroads in Mississippi and sold his soul to be able to play like a God.](#) It is a real place; I've been there. They also made a movie about it in the 1980s called Crossroads. If you want to hear him play, look here <https://www.youtube.com/watch?v=Yd6OnI4sa9A> If you want to know more about Johnson, look here <https://www.youtube.com/watch?v=felaNfFONWo>

An interesting theme in this story is how stupid Faustus is. Hell, even the demon Mephistopheles tries to talk him out of it. Shouldn't that dude want Faustus' soul? There's even a moment when Faustus is trying to sign his contract with Satan, and his body refuses to participate. He cuts his arm and the blood essentially clots, spelling out a Latin message for "Get out of here, man!" Faustus is interested in knowledge and power so much that he ignores his intuition and common sense. Have you ever heard the old saying about how some people are book smart and others are street smart? Yep, that's kinda the case. I believe he hears what he wants to hear, regardless of facts. We see this a lot in politics today.

Also, remember that power is a corrupting influence. Does Faustus accomplish anything with his newfound power? No, he gets lazy and does nothing. This is the same reason lottery winners have the highest suicide rates.

One thing that is interesting about this play is the controversy surrounding it. I won't go into too much here, but Marlowe dies mysteriously afterwards. The play pretty much ignores Christian doctrine about grace and redemption. It also makes a demon sympathetic. A lot to unpack.

Finally, one thing the play creates is this notion of a conscience within the literature. Have you ever seen old cartoons where a character is contemplating a decision and there is an angel on one shoulder and a demon on the other? One gives good advice and one gives bad advice. It was born out of this play. We see the same back and forth within Faustus' thought process.

These are just a few brief thoughts. I will have a lot of lecture notes/materials posted as well. Give me some of your opinions on the play. Is there anything specific you liked/disliked? Why? 3 posts minimum. Write at least a paragraph with specifics, and then respond to two classmates.

SLO 1:

Group Translation Assignment (Anne Askew/Transubstantiation/Reformation/Tyndale)

The Passage: Ye shall not eat any thing with the blood: neither shall ye use enchantment, nor observe times. Ye shall not round the corners of your heads, neither shalt thou mar the corners of thy beard. Ye shall not make any cuttings in your flesh for the dead, nor print any marks upon you: I am the LORD. Leviticus 19:26-28

Work with your group to put this into your own words. Your translation should be in modern, common language that anyone can understand. List it here:

Resources to help you:

It is unlikely that this passage is referring to clouds or divination the same way Joseph used it. It is more likely to refer back to the blood right in the earlier half of the verse. This blood rite was to draw the spirits to the surface and to enhance their power of foretelling. Since the following prohibitions concern some type of divination involving the use of blood, this interpretation ("over the blood") has great weight [18] Jacob Milgrom cites Ramban stating:

They [pagans] would pour the blood [of the cattle] and let it gather into a pit. Demons would gather there, according to their opinion, and eat their tables to tell them future events... and the people (1 Sam. 14.33) would inquire of demons or of witchcraft to know their way and what to do. They would eat over the blood in order to perform this craft. Therefore, Scripture states, "[Saul] said 'you have acted heretically'" (or "sinned against the Lord, 1 Sam. 14.33 NASB), that is, the Lord is wrought for you this day this great salvation, but you inquire of no gods. "This is heresy!" [19]

Thus, the expression "eating over blood" may signify a form of divination, namely, chthonic worship involving the consultation of ancestral spirits, as developed with ancient Near Eastern parallels, especially from the Grecian sphere. This interpretation should be preferred in light of the historical context and theme of Leviticus (to be holy because God is holy and to be distinct from the other nations) as well as the flow of idea from 26a to 26b.

The ancient world was burdened by this sorcery and divination, which had absolutely no place in the life of a nation dedicated to obey the one and only true God. He made His will known directly to His people through revelation to Moses and others, and indirectly by means of the Urim and Thummim (Ex. 28.30; Lev. 8.8). No other means by which God's will might be ascertained was provided, but in any event the righteous man lived by his faith (Hab. 2.4) [20]

Hair is a sign of a person's vital force and beauty. The manner of dressing one's hair has strong cultural and religious overtones. Among some peoples, shaving or trimming the hair in a certain style may be a symbol of office; in other situations it is a sign of mourning (Lev. 21.5; Deut. 14.1; Jer. 16.6; Ezek. 44.20; Amos 8.10). Therefore, regulations regarding the cutting of one's hair are germane to the holiness code as prescribed in Leviticus 19.27. [21]

SLO 1:

Medieval Mad-Lib

There was a certain noble woman of God by the name of (female name) _____ in the country of the (Middle Eastern People) _____. Although she was filled with the Holy Spirit her father was a pagan who worshiped stone idols. One day a (person of rank) _____ by the name of (masculine Roman name) _____ was (verb of locomotion ending -ing) _____ by and saw the maiden. He was overcome with lust and petitioned her father (exotic pagan name) _____ for her hand in marriage. But the maiden was devoted to God and wished to preserve her chastity. For her pains, she was locked in a (adjective) _____ prison where a devil appeared to her in the form of a (noun) _____ and promised her (noun) _____ and (adjective) _____ (noun) _____ if she would renounce her faith. (Maiden's name) _____ told the devil she trusted in Christ and then (act of violence, past tense) _____ him in the (body part) _____. The next day she was brought before her suitor, who threatened her with (kind of torture) _____ if she would not convert. The maiden spoke movingly of her chastity and the assembled crowd of (number) _____ people converted and were later martyred. The maiden's faith remained strong as she was (past tense verb of hitting/cutting) _____ burned with (burning thing) _____ and finally (past tense description of water torture) _____. Her body was then (past tense verb) _____ and in that spot (miracle) _____. Here ends the passion of (maiden) _____. May we remember the commandments of our Lord, he who is (adjective) _____ forever and ever. AMEN.

Provide an example for each number.

1. Female name
2. Middle Eastern People
3. Person of rank
4. Masculine Roman name
5. Verb of locomotion ending -ing
6. Exotic pagan name
7. Adjective
8. Noun
9. Noun
10. Adjective
11. Noun
12. Maiden's name (same female name as before)
13. Act of Violence, (past tense)
14. Body part
15. Kind of torture
16. Number
17. Past tense verb of hitting/cutting
18. Burning thing
19. Past tense description of water torture
20. Past tense verb
21. Miracle
22. Maiden's name (same female name as before)
23. Adjective

SLO 1:

Create an Epithet for Yourself!

An epithet is an adjectival phrase used to define a characteristic, quality, or attribute of some person or thing. For example, Homer uses many, but here's one: **Odysseus, brave raider of cities**. Beowulf has epithets on nearly every page. Think about things that are important to you, hobbies you enjoy, or something you are especially good at. Using that information and the following format, write an epithet describing you.

Format: Name,
 Adjective (character trait)
 Noun (verb with "er" at end)
 Prepositional phrase

My epithet:

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

- I. Introduction – This is the first section of the paper
 - A. Hook (Attention Grabber)
 - B. Introduce issue and/or lit author(s). Be sure to use full Titles and Names
 - C. Background on issues. Context. Pretend your audience is ignorant.
 - D. Transition to argument. What do you want to say about the issue at hand?
 - E. Thesis. A three-point thesis is your easiest bet. Be specific.
- II. Body Paragraph 1 – Main point #1 from your thesis
 - A. Topic Sentence
 - B. Your main points in the paragraph
 - C. 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, ...
- III. Body paragraph 2 – Main point #2 (Follow the same steps)
 - A. Topic Sentence
 - B. Your main points in the paragraph
 - C. 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, ...
- IV. Body Paragraph 3 – Main point #3 (Follow steps again)
 - A. Topic Sentence
 - B. Your main points in the paragraph
 - C. 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, ...
- V. Conclusion – (Do not restate your thesis)
 - 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:

JSCC Libraries

[COVID-19 Response](#)
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Guide List

- [A Writer's Handbook](#)
- [Accusites](#)
- [ACB Review](#)
- [ACT Practice Resources](#)
- [AAJ Clinical Site](#)
- [American Literature I \(English 251\)](#)
- [American Literature II \(English 252\)](#)
- [Anatomy & Physiology for Nurses](#)
- [Antrodor](#)
- [APA Citation Style](#)

Search everything [Find a journal](#) [Find a book](#) [Find an ebook](#)

Search all library resources at once!

• [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'](#)


Looking for a resource or database? Click here!

Test Preparation Resources Guide

Follow the link above to for test preparation resources including the ACT:

- [PrepStep for Two Year Colleges](#)
- [The Peterson's Education & Testing Center](#)

Two online resources for interactive practice exams for everything from the GED, ACCUPLACER, ACT, and SAT through occupational licensing exams for the NCLEX, Paramedic, and more.



FDLP
Federal Depository Library Program

The library on the Centerpoint Campus of JSCC is a designated selective depository for government documents.

• The JSCC Libraries follow the college's 2021 COVID-19 Protocols and those can be found using the link below.

• [JSCC COVID-19 2021 Protocols](#)

[Databases and Resources A to Z](#)

[Library Policies](#)

[Online Learning Readiness](#)

[Library hours](#)

[Recommend materials](#)

[Video Orientation](#)

[Learning Resources Committee](#)

[Library Home](#)

[Information Library](#)

[Career Resources](#)

[College Success](#)

Students: Use the interactive forms below to contact your campus librarian.

- [Connect with the Jefferson Campus Librarian](#)
- [Connect With the Shelby Campus Librarian](#)
- [Connect With the St. Clair Campus Librarian](#)
- [Connect With the Chilton Campus Librarian](#)

Instructors Only: Request custom content for classes moving to online delivery.

• [Instructor Use Only: Request Custom Content](#)
Instructors: Use this form to request a custom webpage of content from the library collection of online databases, streaming video, electronic books, and interactive instructional platforms.

• [JSCC Advising Online](#)
Follow this link to schedule an appointment with an Academic Advisor.

September 2021

S	M	T	W	T	F	S
		1	2	3	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		

Events:
No events are scheduled.

SLO 2:

Peer Review

Writer's name: _____

Reviewer's name: _____

Revising: Carefully review the two drafts from your classmates. Then reread the essays and complete a review sheet for each one. Plan to allow time to review worksheets and drafts with writer.

Revising: Consider the comments you receive. You do not need to make all (or any) recommended changes, but you need to consider them.

Resubmitting: Next class you'll submit your revised essay. I expect to see you using some of the suggestions given to you during peer review.

- Argument:** Does the essay have a thesis, an overall point?

How do you know this? In your own words, write down what you think it is. If it needs work, explain.
- Support and Analysis:** What is the single piece of evidence that most convinces you that the author is correct?

To what extent does the analysis of the evidence convince you? Why?

Where in the essay are you least convinced by the author's argument or point? Why?

What could be done to improve this part of the essay?

What additional analysis and interpretation of selected passages would strengthen the argument?

Does the paper carry through its main argument?

Where does the paper do the best job sticking to its argument?

Where in the paper is the connection to the thesis least clear?

3. **Organization:** How well is the paper sequenced?

Note in the paper where sentences or paragraphs seem out of order and suggest (with arrows, numbers, etc.) how they could be arranged more logically.

Add any transitions that would make the organization smoother.

4. **Completeness:** To what extent are the passages that are cited discussed in detail? Choose one argument in the paper and give the author substantive ideas about how to make the point more convincingly. Offer a supporting quotation, or an alternative argument or interpretation for their revision.

5. **Clarity:** Mark what you consider the clearest sentence and the most confusing sentence in the paper.

6. **Proofreading:** Mark on the paper any suggested changes in phrasing, syntax, grammar, punctuation or spelling.

7. **Overall:** What single change would make the most improvement in this essay? What grade would you give this essay? Why?

SLO 2:

Paper Checklist - 261

- 1) Five+ paragraphs?
- 2) Three outside sources?
- 3) Are the sources academic?
- 4) Are sources/quotes introduced (who is talking, where did they say it, and is there any other context needed, such as it being a non-profit or a historical society)?
- 5) Is MLA format used?
- 6) Are quotes cited? After the quote, I need either a page or paragraph number in parenthesis, followed by a period.
- 7) Is there a works cited page?
- 8) Are works cited correctly?
- 9) Are paragraphs equally weighted?
- 10) Is there a hook at the beginning of your introduction?
- 11) Is there background information in the introduction?
- 12) Is there a strong, specific thesis?
- 13) Are topic sentences used?
- 14) Is the paper cliché-free?
- 15) Is the paper dead word-free (very, really, like)?
- 16) Is there a catchy title?
- 17) Header/heading?
- 18) Does the paper transition between ideas? Is there support for each main idea?
- 19) Are quotes used appropriate for the topic, related to the argument, and well-explained?
- 20) Is there an absence of first and second person?
- 21) Is the work discussed in present tense?
- 22) Are there any grammatical errors?
- 23) Is sentence variety used (i.e. no repetition)?
- 24) Do you have reasons for the commas inserted (When reading, is there a pause)?
- 25) Is the paper at least four pages long?
- 26) Does the conclusion offer more than just a restated thesis?
- 27) Are the pages numbered/named in the correct format?
- 28) Does the paper use the correct font?
- 29) Is there a sense of finality to the end of the paper?

SLO 2:

English 261 - Essay 1

This essay will be 4-5 pages in length and include at least two outside sources. You will adhere to MLA format guidelines and include a Works Cited page, which does not count as part of your length requirement. There are two possible topics for this essay:

1. Compare the *Beowulf* poet's treatment of Grendel and the dragon. Do these monsters contribute to our understanding of the ethical/social values of Anglo-Saxon society? What purpose does the monster serve in the poem? Do Grendel and the dragon represent different kinds of evil?
2. How does Beowulf fit the model of Joseph Campbell's monomyth? What stages apply? Obviously, you'll need to look into what the monomyth is, but that's essentially built-in research that could be really helpful.
3. Write your own heroic epic using characteristics we've seen in *Beowulf*. Include at least three references/allusions to *Beowulf*. Use poetic form. Include a Works Cited page.



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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 to 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 and times, historical forces, philosophical movements, and key terms for genres of literature and literary	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	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment .	<u>Fall 2020-Summer 2021:</u> 69/86 students met this objective (80%) Number of Students Assessed 86 Students/4 Sections <u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 22/30 (73%) Pell City: 47/56 (84%)	Observations/Changes: Instructors will continue using video lectures , online/in-person assessments, lectures , discussion questions , exit slips , and creative assignments related to the period. Additionally, instructors are using more low stakes assessments, such as Kahoot surveys/Quizzes , open-ended reflection questions , and storyboards to balance

<p>movements in British literature during the period of Late 18th Century-Present.</p>	<p>terms for genres of literature and literary movements.</p>			<p>traditional instruction methods built around formal assessments. These are intended to assist in comprehension without causing the same anxieties and pressures as formal, higher stakes assessments.</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><u>Fall 2020-Summer 2021:</u> 69/86 students met this objective (80%)</p> <p>Number of Students Assessed 86 Students/4 Sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 18/30 (60%) Pell City: 51/56 (91%)</p>	<p>Observations/Changes: Instructors plan to continue providing instructional writing lab time, process writing, rubrics, peer review, and research-oriented virtual scavenger hunts. Additionally, students utilize the Jefferson State library, which offers academic resources such as scholarly articles and journals available via academic databases, numerous related academic film series such as Films on Demand, and discipline-specific writing resources and guides. Currently, instructors are using more scaffolding and process writing methods such as checklists, rough drafts, peer reviews, conferencing, and thesis-building activities. Additionally, Instructors are using the JSCC Writing Center as a means of improving writing skills, and utilizing programs such as PrepStep to refine skills in organization, diction and tone, using sources, sentence structure and style, and revising.</p>
<p>Plan Submission Date:</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

English Literature 262 Mid-term

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

1) "I'll shade him from the heat till he can bear,
To lean in joy upon our fathers' knee,
And then I'll stand and stroke his silver hair,
And be like him and he will then love me."

2) "Oh, sir, she smiled, no doubt,
Whene'er I passed her; but who passed without
Much the same smile? This grew; I gave commands;
Then all smiles stopped together. There she stands
As if alive. Will 't please you rise?"

3) "Are those her ribs through which the Sun
Did peer, as through a grate?
And is that Woman all her crew?
Is that a DEATH? and are there two?
Is DEATH that woman's mate?"

4) "She only said, "The night is dreary,
He cometh not," she said,
She said, "I am ~~anxious~~ anxious;
I would that I were dead!"

5) "I could have laughed myself to scorn to find
In that decrepit Man so firm a mind.
"God," said I, "be my help and stay secure:
I'll think of the Leech-gatherer on the lonely moor!"

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.

- 6) What technological and scientific advances are attributed to the Victorian Era?
- 7) Provide four specific details from John Keats' life.
- 8) What are John Stuart Mill's feelings on poetry?
- 9) What are the major concepts of Wordsworth's new poetry? Who is poet?
- 10) How do Equiano and Blake contribute negatively to the abolition cause?

- 11) How do Equiano and Blake contribute positively to the abolition cause?
- 12) Provide at least three specific examples of supernatural elements in "Rime of the Ancient Mariner."
- 13) How does the description of the depressing, strange landscape in "Childe Roland" relate to the protagonist's inner confusion? What is he dealing with?
- 14) Provide four specific details about or aspects of the Romantic era.
- 15) How does "The Lotus-Eaters" reveal a unhappiness with modern times? Think in terms of ambition and goals.

Essay (20%): Identify the poem and author. Explain the form and its content-related conventions before breaking down each stanza and summarizing the meanings/concepts of the poem. Feel free to write in the margins next to the poem, as well as the space underneath the poem. I'm looking for specific, thoughtful annotations. |

Essay (20%)

Essay 1: Provide an overview of the Middle Ages using examples from concepts discussed in class (such as Pagan-Christian tensions/relationships, The Legend of Arthur, Medieval Sexuality/Courtly Love, Literature's relationship with the church, the portrayal of Christ, and the social spectrum of Medieval literature). Don't regurgitate this question into the form of an answer. The more specific the writing, the better the grade will be.

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:

The Dumb Waiter

Form: Drama

Summary: Two hired killers await orders from an anonymous authority whose communications become increasingly bizarre. Eventually we learn that the intended victim is one of the killers himself.

Themes: Power is often maintained through psychological means; powers victims must remain ignorant; the exercise of absolute authority inevitably displays arbitrariness (based solely on personal wishes, feelings, or perceptions, rather than facts, reasons, or principles; everyone is expendable in modern corporate society; paranoia is the default human condition in the age of anxiety.

Let's talk title: a dumbwaiter is a term for a small elevator that carries kitchen food to another room, it can also mean something else here.

How do the two characters enact various interpretations of this title? Ben is the conformist company man who never questions the authority controlling his life. Gus's final lack of words shows his powerlessness as he awaits execution by a power he dared to question. The dumbwaiter itself is a character here; an offstage authority figure who serves as a metaphor for the faceless powers from above (whether corporate, religious, etc.) that we try our hardest to appease.

It's important for you guys to get a sense of Pinter's trademark style, which is that of menace. It's meant to create anxiety in an audience. Magnifying this anxiety is a precise psychological realism that underlies Pinter's stylization.

Another key trademark of style in Pinter is silence. The pauses and moments of ominous quiet in Ben and Gus's argument provide disturbing gaps in which the characters or the readers' imagination may fill any number of unnamable threats. Here, Pinter is trying to tap into the idea that what is unsaid is more powerful and terrifying than what is said. The unknown creates an unbearable tension.

SLO 1:

T.S. Eliot's "The Love Song of J. Alfred Prufrock" is an important modern poem dealing with the human condition in the twentieth century. The poem is written from a stream of consciousness perspective, adding a surreal element that makes the audience question what is simply being thought about and what is physically happening. Prufrock, a middle-aged man full of insecurities, addresses an unknown companion (body and spirit; poet and audience?) to attempt to move forward in asking a quintessential question. This question deals with "disturbing the universe," or doing something out of character. This may be the act of approaching a woman to ask her out on a date, although he cannot bring himself to do so out of fear of rejection. Prufrock is lonely, isolated, and growing older. It is easier to procrastinate than to take a chance that leads to a mistake, rejection, or embarrassment. He doesn't feel brave; he is not even the hero in the story of his own life. Prufrock runs through several scenarios where he seeks love and companionship, all of which seem to end in heartbreak and disappointment. Ultimately, Prufrock represents the question of whether laziness or fear is humankind's greatest modern weakness.

Eliot feels that poetry must be difficult to match the intricacy of modern experience and existence. We are not simple people. Why define ourselves as such?

Modernly speaking, his poetry aims to put you off balance so as to capture the incoherence and confusion of the weird age we live in. After all, the average humans experience is chaotic and irregular. However, because of human complexity, we seize confusion and store numberless feelings. We are capable of feeling many different emotions all related to one concept.

Prufrock Terms:

The poem presents a stream of consciousness in the form of a dramatic monologue, and reveals the beginning of Eliot's career as an intellectual poet. With its weariness, regret, embarrassment, longing,

emancipation, sexual frustration, sense of decay, and awareness of mortality, Prufrock has become one of the most recognized voices in modern literature

Stream of consciousness is a narrative mode that seeks to portray an individual's point of view by giving the writer equivalent of the character's thought processes, either in a loose interior monologue, or in connection to his or her actions.

Dramatic monologue

1. A single person, who is patently not the poet, utters the speech that makes up the whole of the poem, in a specific situation at a critical moment [...]
2. This person addresses and interacts with one or more other people, but we know of the audience's presence, and what they say and do, only from clues in the discourse of the single speaker.
3. The main principle controlling the poet's choice and formulation of what the lyric speaker says is to reveal to the reader, in a way that enhances its interest, the speaker's temperament and character

Because the poem is concerned primarily with the irregular musings of the narrator, it can be difficult to interpret. Laurence Perrine wrote, "[the poem] presents the apparently random thoughts going through a person's head within a certain time interval, in which the transitional links are psychological rather than logical." This stylistic choice makes it difficult to determine exactly what is literal and what is symbolic. On the surface, "The Love Song of J. Alfred Prufrock" relays the thoughts of a sexually frustrated middle-aged man who wants to say something but is afraid to do so, and ultimately does not. The dispute, however, lies in to whom Prufrock is speaking, whether he is actually going anywhere, what he wants to say, and to what the various images refer.

SLO 1:

Quiz - Temmyson

- 1) In "Mariana," what is the protagonist waiting for? Does she receive what she's been waiting for?
- 2) Where does "Mariana" take place? What is the mood, look, or feeling of the setting?
- 3) What is the one thing that stands out in the landscape? Why?
- 4) What things confound her?
- 5) Who are "The Lotos Eaters," and what is their temperament like?
- 6) What does lotos do to the mariners?
- 7) What does the island look like?
- 8) What do the mariners decide to do with their lives?

SLO 1:

Exit Slip - ~~Equus~~

Equus is an interesting play that tries to understand why Alan ~~Strang~~ committed a horrible crime. As it unfolds, we see numerous psychiatric techniques used by his doctor to get Alan to talk about what he did. Dysart, however, realizes that Alan is not some sociopath; Alan is actually a very sick, confused young man who, as a child, replaced elements of his religious beliefs with those of horses (based on the poster of Jesus changing to a horse, his experience with the horse on the beach, and his mother's storytelling). He creates his own religion, yet it is a difficult one to navigate because he has parents with conflicting worldviews, he is going through puberty, and he feels a religious fervor he cannot explain. He knows he is not normal; his worship is different from those around him.

The difficulty for Martin Dysart is the notion of "fixing" Alan. He can help Alan with his mental health, but in doing so Alan will lose his beliefs. He will lose his reason for being. He will lose his God (Equus) and, ultimately, his passion. Dysart has never in his life felt passion the way that Alan does. That kind of passion cannot be manufactured; it is something one is born with. If he fixes Alan, he will make him "normal," but Alan will be a shell of a person. He will lose his passion, his belief system, and his core personality traits. It is an interesting dilemma. Imagine someone taking your faith away from you. Would you feel empty or lost? If you are not religious, think of it in terms of losing that which gives your life meaning. You cannot just wake up, go outside, and suddenly make new meaning or immediately discover new passion. You also cannot just wake up and say, "Oh, I'm a devout Buddhist now." It does not work like that.

Take the crime out of the equation for just a moment, and consider a damaged person like Alan sitting before you. He needs help. However, do you take away his passion? Do you kill all of his ideas about his god, his Equus? |

SLO 1:

Using Dating Apps to Distinguish between Literary Characters in *Mrs. Warren's Profession*

In many works of literature, students struggle with character differentiation and analysis. There are simply too many people in, for example, *Mrs. Warren's Profession* to obtain thoughtful student insight on every single character's traits and motivations.

Therefore, I am assigning a character to each student in class. Your job is to research your person, study their appearance, manner of speech, and try to understand their motivations. Then, develop a dating profile. This profile must include likes/dislikes, interests, and personality traits.

During the next class meeting, we hang these profiles on the walls and walk around the "gallery" voting for who we would "swipe right" to. It was a nice way to have a student expert on pretty much anyone referenced during the play. There will be duplicates, but it'll add to the fun.

SLO 1:

The screenshot shows the Kahoot! interface for a quiz titled "Equiano/Blake/Wordsworth". The top navigation bar includes "Home", "Discover", "Library", "Reports", and "Groups", along with "Upgrade", "Create", and user profile icons. The quiz details on the left show 2 plays and 30 players, with "Play" and "Edit" buttons. The main area displays four questions, each with a 20-second timer and a "Show answers" button.

Question	Time
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

SLO 1:

Virginia Woolf

A sketch of the past

A Sketch of the Past is an autobiographical essay written by Virginia Woolf in 1939. It was written as a break from writing her biography of Roger Fry, English artist and critic, and fellow member of The Bloomsbury Group. It was later edited and posthumously published by Leonard Woolf and now can be found in *Moments of Being*, a collection of her autobiographical writing.

Woolf's youth was shadowed by a series of traumas. She claims Gerald Duckworth, her half-brother, sexually abused her and her sister Vanessa. She wrote: "I can remember the feel of his hands going under my clothes; going firmly and steadily lower and lower, I remember how I hoped that he would stop; how I stiffened and wriggled as his hand approached my private parts. But he did not stop."

Woolf has some interesting ideas on instinct. According to her, humans can sense danger despite having no prior knowledge of what that danger encompasses. She considers her own molestation and how she knew it was inherently wrong and evil even though she was never taught about sexual assault. **Because this seems to be some type of subconscious knowledge, she claims that thoughts can also be passed down from generations just like one might inherit physical characteristics from a parent. Due to this, she feels that in some way she must be hundreds of years old.**

Reflect below. Is she onto something, or is this problematic? Explain.

SLO 1:

Storyboarding The Rime of the Ancient Mariner

This storyboard is part of a classroom project where we were to visualize a story or a poem. The poem I decided to work with was *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge. The ballad starts with an old man narrating his voyage to the edge of the earth, to a rather reluctant listener, a wedding guest. The old mariner's story follows him and his crew's experience at sea, battered with storms, trapped by ice and saved by an albatross. For no apparent reason, the mariner shoots the albatross and what ensues on the ship is nothing short of living hell.

This is my adaptation of *The Rime of the Ancient Mariner*. I worked on four parts of the seven-part ballad. I tried to incorporate the poem's eerie foreboding elements, surreal descriptions of nature and a gripping supernatural setting into my visualization.



The Rime of the Ancient Mariner is known for its spectacular dramatization of nature and the idea behind this visualization was to add to that drama by using appropriate lighting. Although the albatross and its curse are the most important themes of the ballad, the moon is also a recurring motif which adds to the build-up of danger and horror.

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:

Academic Research Scavenger Hunt

In pairs, search *JSTOR*, *Academic Search Complete*, and ERIC for answers to the following questions. As you do so, write down your search terms/keywords (and any notes about their usefulness). If you use an article to form your answer, write down its title and author. Keep in mind that you may need to combine information from several articles to answer these questions.

Who is *Godot*?

|

What is the difference in existentialism and absurdism?

What names are symbolic in *Waiting for Godot*?

SLO 2:

28 Databases found for Communications [Clear Filters/Show All Databases](#)

Recommended

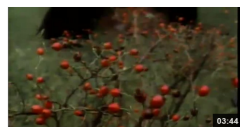
- Academic Search Complete** [Recommended](#)
Designed for academic institutions, this database is the leading resource for scholarly research with more full-text journals and more peer-reviewed journals than any other database available. It supports high-level research in the key areas of academic study by providing journals, periodicals, reports, books, and more.
- Alabama Mosaic** [Recommended](#)
AlabamaMosaic is a repository of digital materials on Alabama's history, culture, places, and people. Its purpose is to make unique historical treasures from Alabama's archives, libraries, museums, and other repositories electronically accessible to Alabama residents and to students, researchers, and the general public in other states and countries.
- America: History & Life with Full Text** [Recommended](#)
The 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.
- Applied Science & Technology Source Complete** [Recommended](#)
This database offers a diverse array of full-text and metadata content that covers the full spectrum of the applied sciences and computing disciplines—from acoustics to aeronautics, and neural networks to nuclear engineering.
- Bloom's Literature** [Recommended](#)
Bloom's Literature offers a comprehensive resource for the study of literature. The wide range of material in this award-winning database includes content from Facts On File's extensive literature collection, hundreds of Harold Bloom essays examining the lives and works of great writers, thousands of critical articles published by noted scholars, 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.
- Cambridge Companions** [Recommended](#)
Cambridge Companions are a series of authoritative guides, written by leading experts, offering lively, accessible introductions to major writers, artists, philosophers, topics, and periods.
- Core English Skills Review [PrepStep]** [Recommended](#)
Strengthen your reading and writing skills, build your vocabulary, and more.
- Encyclopedia of Alabama** [Recommended](#)
Free, online resource on Alabama history, culture, geography, and natural environment.
- ERIC** [Recommended](#)
ERIC, the U.S. Department of Education Educational Resource Information Center database, provides citations and abstracts from over 600 educational and education-related journals, as well as full text of more than 2,200 digests.
- Ethnic NewsWatch** [Recommended](#)
Ethnic NewsWatch contains newspapers, magazines, and journals of the ethnic and minority press including a comprehensive, full-text collection of more than 1.8 million articles from over 315 publications.
- Films On Demand Master Academic Collection** [Recommended](#)
At Films On Demand, we know that content matters. Our video library has been assembled not just with a focus on volume, but also with a discerning eye for quality and relevance. It is the result of decades of careful curating with a single guiding principle: providing every academic department on campus with the most essential video titles for their field of study. Always on the cutting edge, Films On Demand has been greatly enhanced with a brand-new platform that provides users with the content, look, speed, and performance that today's online experience demands.

SLO 2:

 [Advanced Search](#) [Your Profile](#)

213 Results | [All Subjects](#) | [More Filters](#) | [Relevance](#)

Search Results



Wordsworth Siblings Separated (SEGMENT)

From Title: *William Wordsworth: William and Dorothy*

A young William attends his mother's funeral. He and his sister are sent to separate households. Dorothy describes the loneliness she felt when she was separated from her brother....

© 1978 | Granada Media

[Preview](#) [Share](#) [Add to](#)



Analyzing Wordsworth (SEGMENT)

From Title: *On Westminster Bridge: William Wordsworth - Poet's Guide to Britain*

Sheers discusses how the sonnet's concise construction captures Westminster Bridge imagery. Poet Simon Armitage points out references to nature in the apparent London homage.

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[Preview](#) [Share](#) [Add to](#)



Influences on William Wordsworth (SEGMENT)

From Title: *William Wordsworth: A Concise Biography*

In 1804, William Wordsworth meets George Beaumont and Wordsworth's daughter Dora is born. The Wordsworth meets De Quincey who takes the lease of Dove Cottage. Wordsworth writes the...

© 2007 | Academy Media

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SLO 2:

JSCC 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

A Writer's Handbook

Welcome to [A Writer's Handbook](#).

This handbook was created by Ashley Kitchens, 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 2:

Thesis Building

The three point thesis.

It should look something like this:

Equiano and William Blake contribute positively/negatively to the abolition cause because

_____ , _____ ,

and _____ .

Create a thesis based on what you have learned about Equiano's life and Blake's problematic poetry. Argue for or against their contributions using three specific points.

Please construct a thesis that follows this pattern. I want to see it before you leave today. You can differentiate from my sentence structure, but be sure to be specific and have the necessary three points in your thesis.

SLO 2:

More Resources from PrepStep

- [College Success Skills from PrepStep](#)

College Success Skills Center provides self-directed study that serves all students and can be a particularly valuable asset to student support services and first-year experience programs. The center helps build essential skills that many students do not possess when they enter college, such as time management, goal setting, organization and multitasking.

- [PrepStep Access & Registration](#)

College and career readiness is about more than academic knowledge—it's also about developing the foundational skills and habits that are critical to that success. The tutorials, articles, and eBooks arm students with the skills they need to succeed in the classroom and in life. Each interactive tutorial includes relevant examples, self-assessments, video, audio, and practical tips that students can use in their daily lives.

- Organizational Strategies
 - Achieve Your Goals
 - Effective Multitasking
 - Get Organized
 - Manage Your Time
- Classroom Success Skills
 - Effective Classroom Listening
 - Memorization Tips and Tricks
 - Note-taking Strategies
 - Reading Strategies for Class
 - Strategies for Success in Online Classes
- Getting Academic Support
 - Communicating with Your Professor
 - Using Campus Resources
- Research Skills
 - Introduction to Research Skills: Information Literacy
 - Finding and Citing Sources
 - Understand and Avoid Plagiarism
 - Write Like a Scholar
- Personal Success Skills
 - Develop Healthy Habits
 - The Basics of Money Management
 - Why Credit Matters
 - Managing Your Debt
 - Understanding Insurance and Taxes
 - Investing for Life



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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 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
SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key	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	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment .	<u>Fall 2020-Summer 2021:</u> 102/111 students met this objective (92%) Number of Students Assessed 111 Students/4 Sections	Observations/Changes: Discussion boards combined with lectures on important background information worked well with the assigned reading to highlight the important historical, cultural, and philosophical forces in the literature. Instructors plan to use improved discussion

<p>terms for genres of literature and literary movements in World literature during the period of Inception-Mid 17th Century.</p>	<p>forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p>		<p><u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 102/111 (92%)</p>	<p>prompts and study questions for each literary work to connect the themes and heroes they study in the course to pop culture and their everyday lives.</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><u>Fall 2020-Summer 2021:</u> 85/102 students met this objective (83%)</p> <p>Number of Students Assessed 102 Students/4 Sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 85/102 (83%)</p>	<p>Observations/Changes: Instructors used handouts about the research paper, plagiarism, and citing, as well as a library research guide designed by our librarians. They also used citation tools within the library’s website which were effective. New strategies will include making the grading rubric available earlier in the process as well as updating videos that instruct students on how to use the library research guide, including how to find and cite sources, create their Works Cited entries, etc.</p>
<p>Plan Submission Date:</p>			<p>Submitted By: Communications Department</p>	

SLO 1:

Question: ... sinner."

Answer: True
 False

2. True/False: Question 2: In Confessions, St. Augustine speaks ... Points: 3

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

Answer: True
 False

3. True/False: Question 3: St. Augustine's conversion takes plac... Points: 3

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

Answer: True
 False

4. True/False: Question 4: Antigone's sister, Ismene, condemns h... Points: 3

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

Answer: True
 False

5. True/False: Question 5: Creon's son, Haemon, is engaged to An... Points: 3

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

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:

<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:

Introduction to Sophocles, Antigone, & Greek Theatre

Sophocles (ca. 496-406 B. C. E.), as your Norton's introduction tells you, was a prize-winning playwright of Athens at a time when the city had “undergone an intellectual revolution” and that it was “a time of critical reevaluation of accepted standards and traditions” (607). He was an innovator of the dramatic form, who added the third character to the stage.

The dramatic form that we have today was begun by the Greeks as a part of their religious festivals. In Athens, these festivals celebrated Dionysus, god of wine and fertile crops. (In Roman mythology, he is known as Bacchus.) While theatre entertained and was a part of a religious observance, it was also used to educate the people. The state, therefore, lent its support to the theatre.

The format remained fairly fixed: three male actors with masks acted the parts, and the male chorus, such as the one we see in Antigone, guided the audience and gave explanations. There was not much action since the focus of the play was on the story and its meaning. The playwright could count on his audience knowing the myths or stories behind the play. For example, Sophocles' audience would have known the story of Oedipus, Antigone's father, and so had some sense of her family's background and her character. They would've known that Oedipus had been king of Thebes; that he had (unknowingly) murdered his father, married his mother, Jocasta, and had four children by her: Eteocles, Polynices, Antigone, and Ismene. All of this was in fulfillment of his fate as prophesied by the Delphic oracle. When Oedipus' identity is revealed, Jocasta kills herself; Oedipus blinds himself and wanders as an outcast. His sons shun him, but Antigone is faithful and leads him to a grove, and he dies, eventually, outside Athens.

SLO 1:

<input type="checkbox"/> How Heroes Reflect Cultures	Look back at the differences between Odysseus and the hero you chose for the "Odysseus as Hero" posting. What do the differences tell us about each culture? Or, put another way, how do the differences define some aspect(s) of each culture?	56	1	0	55
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SLO 1:

Study Questions and Identification Items for “Lanval” and “Laustic” by Marie de France

1. Marie de France writes in a form of song or short lyric called a lai or lay, which usually tells a story of courtly love and has to do with the supernatural or fairy world. In “Lanval,” pay close attention to the details that indicate her royalty and sexuality/sexual attraction to and for Lanval. List them and compare and contrast them with those in the mortal world.
2. In “Laustic,” does the tale of the killing of the nightingale sound familiar to you? Have you read or heard this story in another form (outside of this class)?
3. If you looked at both stories as giving a picture of the rules of courtly love, what rules would you be able to list? As you see it in the stories, what is love? Would it be considered “correct” or proper in terms of your own personal code of values? Of the tenets of Christianity as we have seen it in the course so far?

Identification Items & Quotations (citations here are page numbers from the PDF in the learning module)

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

Availability: Item is hidden from students. It will be available after Oct 26, 2021 12:00 AM.

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

JSCC Libraries

COVID-19 Response Research Services About

English 271

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 to Z
- Library Policies

Search All Resources

Search everything Find a journal Find a book Find an ebook

Search all library resources at once!

The Ancient World

The Ancient World: Civilization and Ideas [streaming video]

- Mesopotamia
- Ancient Egypt

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 References
 (Brazilian National Standards) FORMAN, R. J. Virgil. **Salem Press Biographical Encyclopedia**, [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 Reference List
 (American Medical Assoc.) Forman R.J. Virgil. *Salem Press Biographical Encyclopedia*. 2021. Accessed September 20, 2021. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=ers&AN=88258945&site=eds-live>

Export to Bibliographic Management Software (EndNote, ProCite, Reference Manager, RefWorks, BibTeX, etc.) »

SLO 2:

Name: **Research Paper Grading Rubric II** Exit

Grid View | [List View](#)

	Missing	Novice	Developing	Competent	Proficient	Excellent	Exceptional
Introduction/Contextualization	0 (0.00%) No identity of historical, cultural, or philosophical context.	10 (10.00%) Vague contextual information.	13 (13.00%) Mention of at least one area of historical, cultural, or philosophical context.	15 (15.00%) Identity found within at least one area of historical, cultural, or philosophical purpose.	17 (17.00%) Identity found within historical, cultural, and/or philosophical purpose and significance.	19 (19.00%) Effective explanation of various aspects of historical, cultural, and philosophical purpose and literary period.	20 (20.00%) Work contextualized thoroughly within literary period as well as historical, philosophical, and cultural purpose, audience, and significance.
Body/Analysis	0 (0.00%) Failure to analyze the work. Indication of lack of reading.	12.5 (12.50%) Misunderstanding of the work(s). Inability to form accurate facts from the reading.	16.25 (16.25%) Demonstrates basic understanding of the work.	18.75 (18.75%) Ability to repeat and discuss facts and details and logically draw conclusions.	21.25 (21.25%) Ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about.	23.75 (23.75%) Thorough ability to interpret and discuss facts and details from the work. Ability to analyze events/ideas written about. Literary terms used appropriately.	25 (25.00%) Thorough, detailed, and insightful analysis included with correct use of literary terminology.
Integration of Sources	0 (0.00%)	12.5 (12.50%)	16.25	18.75	21.25 (21.25%)	23.75 (23.75%)	25 (25.00%)

SLO 2:

LIBRARY FEED ACCESSIBILITY

English 271

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 to Z
- Library Policies
- Online Learning Readiness
- Library hours
- Recommend materials

Search All Resources

Search everything Find a journal Find a book Find an ebook

Search all library resources at once!

- 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

The Ancient World: Civilization and Ideas [streaming video]

- Mesopotamia
- Ancient Egypt
- Ancient Maya
- Ancient India
- Ancient China
- Ancient Rome
- Ancient Greece

Ask A Librarian

Do you need help?
The librarian is online.

<http://library.jeffersonstate.edu/c.php?g=840216&p=6002739>



Program: Communications – English

Assessment Period: Annual Summary 2020-2021

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 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
SLO 1: Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key	Evaluation 1: Through exam questions on an instructor provided assessment , students will recognize and/or discuss the following: Characteristics of the literary periods; Cultural	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment graded	<u>Fall 2020-Summer 2021:</u> 60/73 students met this objective (82%) Number of Students Assessed 73 Students/3 Sections <u>Yearly Campus Summary</u> Number of Students Assessed:	Observations/Changes: Instructors will continue to use lectures , discussion boards , and assigned readings to help students grasp the complex historical, philosophical, and cultural conditions of the literature. Instructors plan to keep using the previous methods, but also add in in-depth study

<p>terms for genres of literature and literary movements in World literature during the period of Mid-17th Century-Present.</p>	<p>conditions of the writers and times; Historical forces; Philosophical movements; and Key terms for genres of literature and literary movements.</p>	<p>according to the exam rubric.</p>	<p>Shelby : 60/73 (82%)</p>	<p>questions that serve as mini essays and building blocks for their two major papers in the course, which demonstrate their understanding of World Literature from the mid-17th century to the present day.</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><u>Fall 2020-Summer 2021:</u> 60/73 students met this objective (82%)</p> <p>Number of Students Assessed 73 Students/14 Sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed: Shelby : 60/73 (82%)</p>	<p>Observations/Changes: Instructors will continue to use a stepping stone approach, starting with the in-depth study questions, which they build on for their first response paper. The response paper’s argument is then used to create a research paper, incorporating primary and secondary sources. Library resources and a video tutorial aid students in this process. Instructors plan to move to a more personalized video that goes in-depth on finding sources, as well as additional links to the Virtual Writing Center in their Blackboard Shells. A week of class devoted to drafting the paper and scheduling appointments with instructors will provide additional guidance on crafting students’ research papers.</p>
<p>Plan Submission Date:</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.

- Darkling I listen; and for many a time
I have been half in love with easeful Death,
Called him soft names in many a mused rhyme,
To take into the air my quiet breath;
Now more than ever seems it rich to die;
- And long afterward, during moments of the greatest gaiety, the figure of the humble little clerk with a bald patch on his head appeared before him with his heart-rending words: "Leave me alone! Why do you insult me?" and within those moving words he heard others: "I am your brother." And the poor young man hid his face in his hands, and many times afterward in his life he shuddered, seeing how much inhumanity there is in man, how much savage brutality lies hidden under refined, cultured politeness, and, my God! Even in a man whom the world accepts as a gentleman and a man of honor.
- At law school he had done things that previously had seemed to him quite vile and had filled him with self-disgust while he did them; but later, seeing these things were done by people in high positions and were not thought by them to be bad, he didn't quite think of them as good but completely forgave them and wasn't at all troubled by memories of them.
- In the midst of the plain /Sings the skylark, /Free of all things.
- Great God! I'd rather be
A Pagan suckled in a creed outworn;
So, might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

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:

English 272
World Literature II

Enlightenment to Romanticism

The key idea of the Enlightenment can be found in the name the period gave itself: the Age of Reason. With the rise of science during this time, when discoveries in every field took place with dizzying speed, when amateur scientist like Benjamin Franklin and dedicated visionaries like Isaac Newton were laying down the foundation of today's science and technology, it was easy to believe the key tenets of empiricism: that the universe, designed by an intelligent and benevolent creator, followed predictable laws and that human reason was capable of understanding and manipulating those laws.

The power of the human mind to solve the riddles of the universe impressed thinkers during the eighteenth century so deeply that they thought of reason as the defining quality of human beings, and saw it as the "queen of the faculties," ruling over emotions, instincts, appetites and aggression to produce a society of reasonable individuals who solved all their problems using logic and good sense and who could even attain moral perfection if they put their minds to it.

The image of a perfectly rational creator led Enlightenment thinkers and writers to see the whole world as following as system of patterns and laws. The Great Chain of Being, for example, saw a progression from the simplest forms of life to the most complex, with humans, of course, at the top, but having analogous relationships with lower forms. LaFontaine's fables use that analogies between animals and human character types to illustrate moral lessons.

SLO 1:

<input type="checkbox"/> Properties of various discussions <i>Forum is no longer available. Available until: Saturday, August 7, 2021 11:59:00 PM CDT.</i>	Citing Romantic values, quote a brief passage from Rousseau's Confessions that illustrates one of them.	14	0	0	14
<input type="checkbox"/> Discussion #4 Romanticism <i>Forum is no longer available. Available until: Saturday, August 7, 2021 11:59:00 PM CDT.</i>	Look at the lyrics of a song by rock band like the Rolling Stones, Led Zeppelin, the Doors or any band you listen to today. Give the name of the group/artist and song, and explain the Romanticism you see there. What is "Romantic" in the literary definition of the term?	24	0	0	16
<input type="checkbox"/> #5: Pushkin's "The Queen of Spades" <i>Forum is no longer available. Available until: Saturday, August 7, 2021 11:59:00 PM CDT.</i>	In the story, Pushkin plants a number of "red herrings," devices that seem magical or supernatural, but turn out to have a realistic explanation. For example, Hermann's dream and the resulting choices of cards could be explained as results of chance. As he plays off Realism and Romanticism, Pushkin uses the idea of gambling to represent the Romantic side of the debate. In what way is gambling a Romantic activity?	18	0	0	16
<input type="checkbox"/> #6: Flaubert's "A Simple Heart" <i>Forum is no longer available. Available until: Saturday, August 7, 2021 11:59:00 PM CDT.</i>	Gustave Flaubert is known as a master of Realism. How does the story meet the three characteristics of Realism--a contemporary setting, addressing a current social issue, and exploring a character's psychology?	12	0	0	12

SLO 1:

Week 2

- Read: "What is the Enlightenment" 101-103 (D)
- Read: "Enlightenment to Romanticism" Lectures Tab
- Read: Jean de la Fontaine, *Fables* "Lion and Rat," "Cock and Fox," "Wolf and Lamb," and "Grasshopper and Ant" in Web Links. See "Jean de la Fontaine" in Web Links

• Discuss: Post #1

- Read: "Romantic Poets and their Successors" NAWM 305-308 (E)
- Read: "Romantic Values" in "Enlightenment to Romanticism" Lectures Tab
- Read: William Blake, "Proverbs of Hell" (Web Link)
- Discuss: Post #2

SLO 1:

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:

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 menus 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." *Pictarian Review*, vol. 41, no. 1, Spring 2015, pp. 67-88. EBSCOhost, doi:10.1353/vcr.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 non-existent

SLO 2:

Response Paper on Realism

Availability: Item is hidden from students. It was last available on Jul 6, 2021 11:59 PM.

Attached Files:

- [Quoting and Citing.docx](#) (12.658 KB)
- [Response paper to Realism.pdf](#) (73.1 KB)
- [Citations for the Response Paper.docx](#) (12.438 KB)

A written response in the form of an argument. For this assignment, you will be referring to works of literature covered in this course syllabus. Referring to works that are not on the syllabus will not meet assignment requirements. Please see the Instruction File below for specific instructions.

SLO 2:

Rockett English 272 Response & Research Papers

Response Paper

- [Search All Resources](#)
- [Gustave Flaubert's "A Simple Heart"](#)
- [Nikolai Gogol's "The Overcoat"](#)
- [Leo Tolstoy's "The Death of Ivan Ilych"](#)
- [Recommended Literature Databases](#)

Search All Resources

Search everything [Find a journal](#) [Find a book](#) [Find an ebook](#)

Search all library resources at once!

Research Paper

- [MLA Format & Citation Tools](#)
- [A Writer's Handbook](#)

Library Links

- [Databases and Resources A to Z](#)
- [Library Policies](#)

Gustave Flaubert's "A Simple Heart"

- [Research Starter: Gustave Flaubert](#)
Follow this link to a Research Starter on Gustave Flaubert including biographical information and critical analysis.

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'](#)

SLO 2:

The library provides access to its collection via the **tabbed search box** which is available on every page of the library website. There are four options for searching:

- Search everything: this option utilizes the EBSCO Discovery Service [EDS] to search the library's entire collection via a single entry point and includes research databases; electronic books; print books; etc.
- Find a journal: this option locates journals [and other online publications] by keyword, subject, or title
- Find a book: this option searches for print books found in any of the campus libraries as well as electronic book titles held locally
- Find an ebook: this option searches for electronic books available in our various ebook content packages

This tutorial will guide you in using the **Search everything** option of the library's **tabbed search box**.

Prev Slide

Next Slide

JSCC Libraries Research Services About Help

Select a course or program guide
Accounting Select

Search everything Find a journal Find a book Find an ebook
Get started with a quick search of all the library resources.
Search

- Blackboard
- myJSCC
- Jeff State Home Page
- Jeff State Directory
- Pioneer Bookstores

Featured Resources

AMERICA
History and Life

FILMS ON DEMAND
DIGITAL EDUCATIONAL VIDEO

Chat with a librarian
Databases
Find us on Facebook
Follow us on Twitter
Library hours
Recommend materials

Test preparation & practice exams
PrepSTEP

The library on the Centerpoint Campus of JSCC is a designated selective depository for government documents.
Click on the image to go to the

SLO 2:

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 to 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

- 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

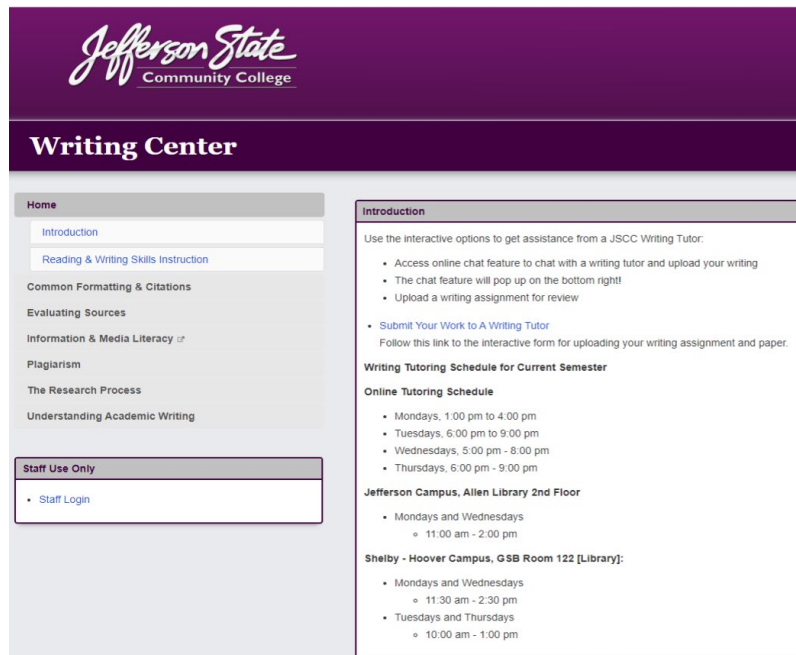
The Ancient World: Civilization and Ideas [streaming video]

- Mesopotamia
- Ancient Egypt
- Ancient Maya
- Ancient India
- Ancient China
- Ancient Rome

Ask A Librarian

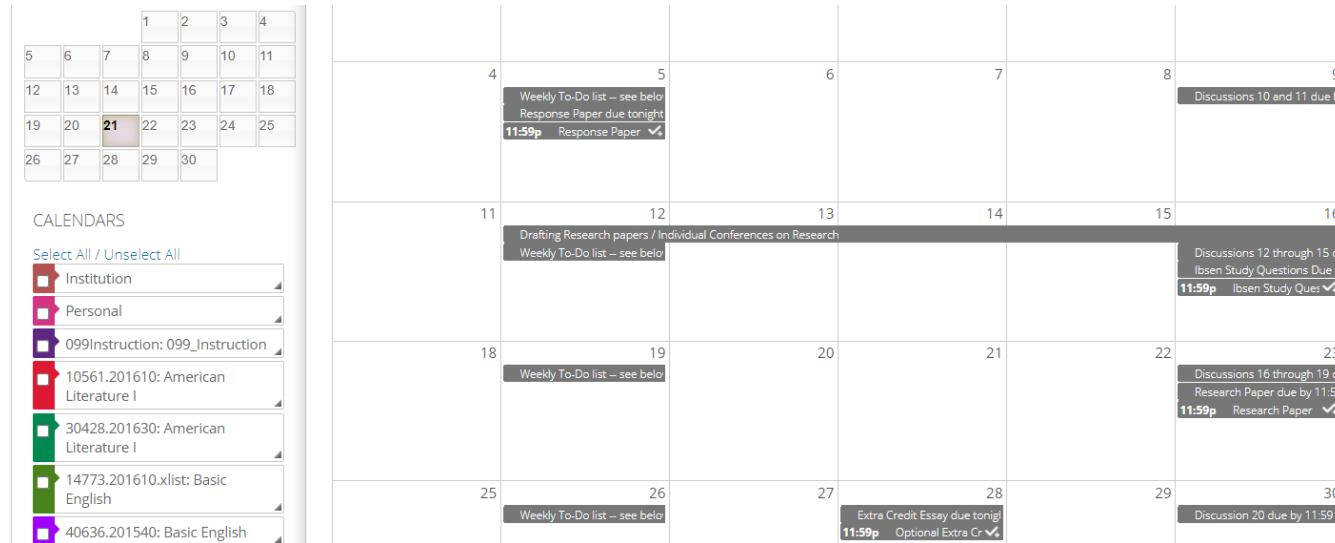
Do you need help?
The librarian is online.
Chat Now No Thanks

SLO 2:



The screenshot shows the Jefferson State Community College Writing Center website. The header features the college's logo and the text "Writing Center". A navigation menu on the left includes links for Home, Introduction, Reading & Writing Skills Instruction, Common Formatting & Citations, Evaluating Sources, Information & Media Literacy, Plagiarism, The Research Process, and Understanding Academic Writing. A "Staff Use Only" section contains a "Staff Login" link. The main content area is titled "Introduction" and provides instructions on how to use the interactive options for assistance from a JSCC Writing Tutor, including accessing an online chat, uploading assignments, and submitting work to a writing tutor. It also lists the "Writing Tutoring Schedule for Current Semester" for both the Jefferson Campus (Alien Library 2nd Floor) and the Shelby - Hoover Campus (GSB Room 122 Library).

SLO 2:



The screenshot displays a calendar interface with a task list. On the left, a calendar grid shows dates from 5 to 30, with the 21st highlighted. Below the calendar is a "CALENDARS" section with a "Select All / Unselect All" option and a list of selected calendars: Institution, Personal, 099Instruction: 099_Instruction, 10561.201610: American Literature I, 30428.201630: American Literature I, 14773.201610.xlist: Basic English, and 40636.201540: Basic English. The main area is a task list table with columns for dates and task descriptions.

Date	Task
4	Weekly To-Do list -- see below
5	Response Paper due tonight 11:59p
8	Discussions 10 and 11 due by 11:59p
11	Drafting Research papers / Individual Conferences on Research
12	Weekly To-Do list -- see below
15	Discussions 12 through 15 due by 11:59p
15	Ibsen Study Questions Due 11:59p
18	Weekly To-Do list -- see below
19	Weekly To-Do list -- see below
22	Discussions 16 through 19 due by 11:59p
22	Research Paper due by 11:59p
25	Weekly To-Do list -- see below
27	Weekly To-Do list -- see below
28	Extra Credit Essay due tonight 11:59p
29	Discussion 20 due by 11:59p

Course Student Learning Outcomes & Assessment Plan
Instructional Program 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 on an exam related to theories of the nature of communication.</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 2020-Summer 2021 88% 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: 24 Students assessed/1 section</p> <p>Annual Summary: 21/24 students fulfilled this outcome.</p>	<p>Observations/Changes: During this year, the department observed a slight increase with courses well above 70%. This year's assessment includes the outside reading assignments with additional material for review; however, students were not assessed on critical thinking skills. For the upcoming year, more critical thinking analysis around the outside assigned readings will be incorporated. Additional exam questions were included this year; however, unit embedded question exams are multiple choice and true/false, directly from textbook material. The committee notes these exams prove very successful in demonstrating above 70% success in student knowledge. The only modification by the committee is inclusion of additional types of questions to support additional learning styles.</p>
<p>SLO 2: Utilize an organization pattern suitable for a simple print publication.</p>	<p>Students will write an opinion essay using real-world examples to demonstrate their ability to utilize an organizational pattern suitable for a simple print publication.</p> <p>Opinion Essay Rubric</p>	<p>70% of students will successfully complete their opinion essay assignment according to assignment instructions and rubric for opinion essays.</p>	<p>Fall 2020-Summer 2021 88% of students wrote appropriately organized opinion essays.</p> <p>Number of Students Assessed: 21 Students assessed/1 section</p> <p>Annual Summary: 21/24 students fulfilled this outcome.</p>	<p>Observations/Changes: During this year, the department observed an increase from 78% to 88% for this SLO. This assessment shows an increase in written assignments suitable for simple print publications using the opinion essay assignments. To further improve, instructors will place more emphasis on mass communications and journalistic writing. The committee suggests additional rubrics and assignments to support writing for publication, such as the Inverted Pyramid Writing Assignment</p>
<p>Plan submission date: 09/22/2021</p>			<p>Submitted by: Communications Department</p>	

SLO 1:

User	Instructor Mary Taylor
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:

Selected Answer: [None Given]

Answers:

- a. three-fourths

jeffersonstate.edu/webapps/assessment/review/review.jsp?attempt_id=_3612963_1&course_id=_39101_1&content_id=_1527260_1&retu

Review Test Submission: Exam 1: Chapters 1-4 Copy to Print &...

SLO 1:

MCM 100 Weekly Assigned Readings

Week 1 Assigned Reading

<https://www.thewrap.com/people-spend-more-12-day-consuming-media-study-finds-21005/>

TheWrap.com Article

Ipsos OTX Study: People spend more than half their day consuming media

by: Brent Lang

Week 2 Assigned Reading

<https://www.sfgate.com/technology/article/Texas-library-offers-glimpse-of-bookless-future-5114588.php>

SFGate.com

Texas library offers glimpse of bookless future.

by: AP Article

Week 3 Assigned Reading

<http://asia.org/About/AboutUs>

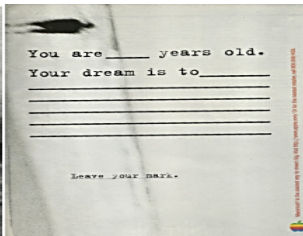
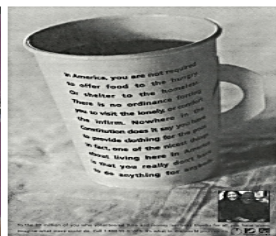
American Society of Journalists and Authors Website

Week 10 Assigned Reading

When reviewing the assigned advertisements for this week's assigned readings, consider the impact and influence of the ads. Answer the questions below:

Who do you think is the main audience for each advertisement?

Using Fowles list of 15 appeals (page 206 of textbook), which appeals are the ads enlisting?



SLO 1:



Question Types



Overview

Here are the various types of questions you can employ in your assessments.

- [Multiple Choice](#)
- [Survey](#)
- [Short Answer/Essay](#)
- [Fill in the Blank](#)
- [Numeric Response](#)
- [Matching](#)
- [True/False](#)
- [Audio Response](#)
- [File Upload](#)

SLO 2:

MCM 100

SLO 1: The student will be able to demonstrate knowledge of theories of the nature of communication.

Means of Assessment: Students will demonstrate knowledge by answering embedded questions on an exam about the theories of the nature of communication.

Exam used to assess.

MCM 100

SLO 2: The student will be able to complete a written assignment suitable for simple print publications.

Means of Assessment: Students will complete opinions essays demonstrating their ability to write for print publications.

Sample Rubric:

Opinion Essay Rubric	Needs Improvement	Satisfactory	Excellent
Selection of mass media • Rationale • Timeliness			
Subject development • Relates to writer • Relates to audience/class			
Organization of content • Introduction well developed • Body well developed • Transitions clear • Conclusion well developed			
Technical writing components: • Word count met • Correct font size utilized • Correct font style utilized • Correct spacing • Correct 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.

SLO 2:

The screenshot shows the American English website. At the top, there are navigation links for CALENDAR, CONTACT US, and U.S. PARTNERS. The main header features the 'A E AMERICAN ENGLISH' logo. Below the logo is a 'View disclaimer' link and a 'Select Language' dropdown menu. A search bar labeled 'Search This Site' is also present. The main navigation bar includes 'ABOUT US', 'RESOURCES AND PROGRAMS', and 'ENGLISH TEACHING FORUM'. The main content area is titled 'Teacher's Corner: Journalism' and includes an image of a typewriter keyboard. The text below the title reads: 'In this month's Teacher's Corner, we will explore the world of journalism and the job of reporters. Each week will provide students interesting and engaging opportunities to practice the basic skillset that all journalists have.' Below this is a paragraph about the importance of journalism in the United States. A 'Resources' box on the right lists 'Journalism' with a 'Text (PDF)' option. At the bottom, there are social media icons for email, Facebook, Twitter, and YouTube.

Course Student Learning Outcomes & Assessment Plan
Instructional Program Outcomes & Assessment Plan for MCM 102

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: The student will be able to report an objective news story using credible sources.</p>	<p>Students will write an objective news story requiring credible research for a class assignment.</p> <p>News Story Assignment</p>	<p>70% of students will successfully utilize credible sources in completion of an objective news story.</p> <p>MCM 102 Sample News Story Rubric</p>	<p>Fall 2020-Summer 2021 Number of Students Assessed: 14 Students assessed/1 sections</p> <p>12/14 students fulfilled this outcome. (86%)</p> <p>This is a low enrollment course with only 1 section being offered each semester. The course is offered online to best serve students from all campuses.</p>	<p><u>Observations/Changes based on current cycle (20 – 21):</u> During this year, we observe the decrease from 100% to 86% overall in student’s ability to write an objective news story utilizing credible sources. The instructors plan 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 objective news stories. This plan continues the efforts of 19-20 and remains successful.</p> <p>Newsworthy Fundamentals</p> <p>It is noted that we are working with a larger sample and still show results over the 70% minimum. Additionally, instructors plan to remove the discussion questions required for points and open discussion questions to the class as engagement activities. Open Discussion Questions</p> <p>The instructor believes the weekly quizzes would be more beneficial than the discussion questions in assessing their understanding of the material. News Story Quiz Sample</p>

<p>SLO 2: The student will be able to utilize AP style correctly in a written assignment.</p>	<p>Students will demonstrate knowledge and application by answering embedded questions on a quiz and completing a feature story writing assignment using AP style.</p> <p>AP Style Quiz Examples</p>	<p>70% of students will use AP style correctly through demonstrated knowledge by answering quiz questions and in a written assignment.</p> <p>Feature Story Rubric</p>	<p><u>Fall 2020-Summer 2021</u> Number of Students Assessed: 12 Students assessed/1 sections</p> <p>12/14 students fulfilled this outcome. (86%)</p> <p>This is a low enrollment course with only 1 section being offered each semester. The course is offered online to best serve students from all campuses.</p>	<p><u>Observations/Changes based on current cycle (20 – 21):</u></p> <p>During this year, we observe the decrease from 100% to 86% overall in student’s ability utilizing AP Style. This decrease, partly because of the pandemic and other unknown factors should subside in the coming years. We are working with a larger sample and still show results over the 70% minimum. For next year’s assessment, instructors are assessing a final writing assignment along with continual use of quizzes and news story assignments. Final Writing Assignment Example</p> <p>AP Quiz</p> <p>Feature Writing Story</p>
<p>Plan submission date: 09/22/2020</p>			<p>Submitted by: Communications Department</p>	

SLO 1:

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.

SLO 1:

MCM 102

SLO 1: The student will be able to report an objective news story using credible sources.

Means of Assessment: Students will write an objective news story requiring credible research for a class assignment.

SLO 2: The student will be able to utilize AP style correctly in a written assignment.

Means of Assessment: Students will demonstrate knowledge and application by answering embedded questions on a quiz and completing a feature story writing assignment using AP style.

Sample Rubric for News Story

Exam used to assess, no rubric.

Sample Rubric:

News Story Rubric	Needs Improvement	Satisfactory	Excellent
Selection of topic <ul style="list-style-type: none"> Investigative or Feature Timeliness 			
Subject development <ul style="list-style-type: none"> Relates upcoming issue of student newspaper Relatable interview subject Relates to audience (faculty, staff, students) 			
Organization of content <ul style="list-style-type: none"> Heading information and byline correct Lead paragraph cover 5W's & H, appropriate amount Body paragraphs expand accordingly Quoted material well developed Conclusion well developed End markers correct ### 			
Technical writing components:			

SLO 1:



Worksheet 1.1: What is Newsworthy?

Newsworthy Vocabulary

When journalists talk about what's newsworthy, they rely on these five news values:

1. Timeliness	Immediate, current information and events are newsworthy because they have just recently occurred. It's news because it's "new."	
2. Proximity	Local information and events are newsworthy because they affect the people in our community and region. We care more about things that happen "close to home."	
3. Conflict and Controversy	When violence strikes or when people argue about actions, events, ideas or policies, we care. Conflict and controversy attract our attention by highlighting problems or differences within the community.	
4. Human Interest	People are interested in other people. Everyone has something to celebrate and something to complain about. We like unusual stories of people who accomplish amazing feats or handle a life crisis because we can identify with them.	
5. Relevance	People are attracted to information that helps them make good decisions. If you like to cook, you find recipes relevant. If you're looking for a job, the business news is relevant. We need depend on relevant information that helps us make decisions.	

<http://studentreportinglabs.org>

SLO 1:

22 Questions that 'Complicate the Narrative'

Conversation techniques, interview questions, and stellar story examples born from a conflict mediation training — for journalists



To find out, SJN tried an experiment: we brought together two dozen seasoned journalists and two conflict mediators for a two-day workshop in November. The goal was to teach reporters how to cover controversial issues through asking more curious questions — and listening for more honest answers.



Mediators Gary Friedman and Catherine Connor (Center for Understanding in Conflict) review the underlying concepts of better conversations at Solutions Journalism Network's Conflict Mediation Training for Journalists.

The results? Lots of question-asking, idea-sharing, and deep self-reflection. A commitment to "looping", "uncovering motivations," and "paying attention to 'red flag' words" while reporting a story. And, as mediator Gary Friedman summarizes, a collective goal to produce stories that are "more interesting, less polarizing, and more complex."

All of that's materialized into what you see below — in line with Amanda's

SLO 1:

GCSE

News writing

When writing a news story, you need to reveal what the story is about right at the beginning.

Part of [Journalism \(CCEA\)](#) | [Industry theory and practice](#)

+ Add to My Bitesize



Revise Test

News-writing test questions

1 Why is a news story unlike a piece of creative writing?

- Choice of words is unimportant
- Grammar and punctuation has to be correct
- It doesn't try to build suspense

2 In a story about a house fire, which of the following sources should be prioritised?

revision/1

More Guides

- [Writing features, reviews and press releases](#) >
- [Journalism analysis](#) >
- [Media law, ethics and regulation](#) >
- [Newsgathering](#) >
- News writing**
- [Professional roles within journalism](#) >
- [Technology, conventions and modern journalism](#) >

SLO 2:

Associated Press style quizzes

[admin](#) | [Development and Curriculum](#) | October 7, 2012 | 0

This selection of six Associated Press style quizzes, with answer keys, cover concepts such as numbers, titles abbreviations and special spellings. Courtesy Lizabeth Walsh, MJE, and Lori Oglesbee, MJE.



- [Style Quiz A – Numbers](#)
- [Style Quiz B – Numbers](#)
- [Style Quiz C – Titles](#)
- [Style Quiz D – Abbreviations](#)
- [Style Quiz E – Abbreviations](#)
- [Style Quiz F – Special Spellings](#)

SLO 2:

Sample Rubric for News Story

Exam used to assess, no rubric.

Sample Rubric:

News Story Rubric	Needs Improvement	Satisfactory	Excellent
Selection of topic <ul style="list-style-type: none"> Investigative or Feature Timeliness 			
Subject development <ul style="list-style-type: none"> Relates upcoming issue of student newspaper Relatable interview subject Relates to audience (faculty, staff, students) 			
Organization of content <ul style="list-style-type: none"> Heading information and byline correct Lead paragraph cover SW's & H, appropriate amount Body paragraphs expand accordingly Quoted material well developed Conclusion well developed End markers correct ### 			
Technical writing components: <ul style="list-style-type: none"> Word count met Correct font size and style utilized Correct line spacing utilized Correct margin and column spacing Correct submission requirements met 			
AP guidelines: <ul style="list-style-type: none"> Slug format and placement Byline format and placement Date format and placement correct Hardcopy and computer copy correct format 			

SLO 2:

Let's Write a Newspaper Story!

An exciting, real-life writing course for elementary and middle school students.

Course Preview

Let's Write a Newspaper Story! Get Your Students Hooked on Writing

Imagine your students working cooperatively, motivated and staying focused on the task at hand. They're hooked on writing!

They are writing real-world newspaper stories.

With this easy-to-follow course, you will help students write authentic newspaper stories based on training developed during an educational partnership between the Johns Hopkins University Applied Physics Laboratory and the Hammond Elementary School in Laurel, MD.

During this lesson students will:
 *Work cooperatively
 *Research and write stories
 *Learn valuable writing tips

September 2020

SLO 2:

EDIT MODE IS: **ON**

Writing for the Media 11530.202210 Course Content & Assignments Unit 1: Tools of Journalism
Review Test Submission: Quiz 1 - AP Style Copy to Print

Review Test Submission: Quiz 1 - AP Style Copy to Print

User	Mary Henderson Taylor
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.

SLO 2:

Unit 2 Writing Assignment: Feature Story

Assignment Requirements

Write a Feature Story that would likely interest a large number of readers and could be published in an upcoming issue of *The Pioneer* (the student newspaper). The final story must be 500-600 words and must be one of the following types: 1) Profile or Personality, 2) Historical, 3) Adventure, or 4) Seasonal Feature. 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. Three interview sources are required for your story. The topic for your story is due in Blackboard by **3/4/21** and your feature story is due by **3/18/21**.

Unit 2 Writing Assignment Requirements	Due Dates
Submit Topic in Blackboard	3/4/21
Identify Central Point & Feature Type	Communicate w/ Instructor as needed in Blackboard
Write Story (three interview sources req'd)	Communicate w/ Instructor as needed in Blackboard
Submit Story in Blackboard using Print Copy Format and AP Style Guidelines	3/18/21

Feature Story Characteristics

Feature Story Description

The feature story gives information of human interest. Yet feature stories are journalism, not fiction or creative writing. Everything is factual; nothing is made up. Features are fair and balanced, based on verifiable information. They are also objective—not essays or editorials. Feature stories are soft news because they exclude the news element of immediacy found in hard news.

Parts of a Feature Story (See Chapter 12)

1. Lead (Chapters 7 & 8)
2. Body (Chapters 9, 10 & 11)
3. Ending (Chapters 9 & 10)

Types of Feature Stories (See Chapter 12)

1. Profiles or Personality Features
2. Historical Features
3. Adventure Features
4. Seasonal Features

The Reporter's Guide to Writing News Stories (Chapter 10/Page 203)

This guide for news stories located in your textbook provides a checklist for you to evaluate your story prior to



Assessment Record

Program: SPA 101 - Introductory Spanish I

Assessment period: Fall 2020 - Summer 2021

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 sentences, fill out simple forms and schedules with basic information, and write short messages and descriptions about</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2020 <u>Dual Enrollment at HS</u> 10 students assessed. 9 were successful. Successful: 90.0%</p> <p><u>Online</u> 127 students assessed. 109 were successful. Successful: 85.8%</p> <p>Spring 2021 <u>Online</u> 139 students assessed. 115 were successful.</p>	<p>Implement practices that emphasize vocabulary in context, using details in order to improve composition skills.</p> <p>Add assignments emphasizing vocabulary, verb usage, adjective agreement, syntax, and sentence construction.</p>

	<p>themselves and others using learned phrases and expressions</p>		<p>Successful: 82.7%</p> <p>Summer 2021 Online 90 students assessed. 76 were successful. Successful: 84.4%</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 about everyday topics.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2020 Dual Enrollment at HS 10 students assessed. 7 were successful. Successful: 70.0%</p> <p>Online 127 students assessed. 106 were successful. Successful: 83.5%</p> <p>Spring 2021 Online 139 students assessed. 119 were successful. Successful: 85.6%</p> <p>Summer 2021 Online 90 students assessed. 79 were successful. Successful: 87.8%</p>	<p>Determine the types of errors made (grammar, syntax, vocabulary, comprehensibility) and address the most common errors with individuals as well as in whole group.</p> <p>Record grammatical errors to assist students with frequently occurring issues that arise in the spoken format. Handouts will be given to assist students in future courses with addressing these frequently occurring errors.</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 writing assignments where they incorporate cultural knowledge.</p> <p>.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2020 <u>Dual Enrollment at HS</u> 10 students assessed. 10 were successful. Successful: 100%</p> <p><u>Online</u> 127 students assessed. 99 were successful. Successful: 78.0%</p> <p>Spring 2021 <u>Online</u> 138 students assessed. 110 were successful. Successful: 79.7 %</p> <p>Summer 2021 <u>Online</u> 90 students assessed. 79 were successful. Successful: 87.8%</p>	<p>Seek additional culture resources that might pique the interest of the students. Continue making comparisons between the culture studied and the students' own 'world' and worldview.</p> <p>Incorporate assignments where students use the Internet to research countries, places of interest, cultural activities, and art of the specific country being study in each of the chapters covered.</p> <p>Review submitted assignments to gauge how to help future classes address all aspects of the cultural lesson, including societal and historical elements that affect cultural topics.</p>
<p>Plan submission date:</p>			<p>Submitted by: Alan Davis</p>	

SLO 1:

Nombre: _____ Grade: _____ Rewrite: _____

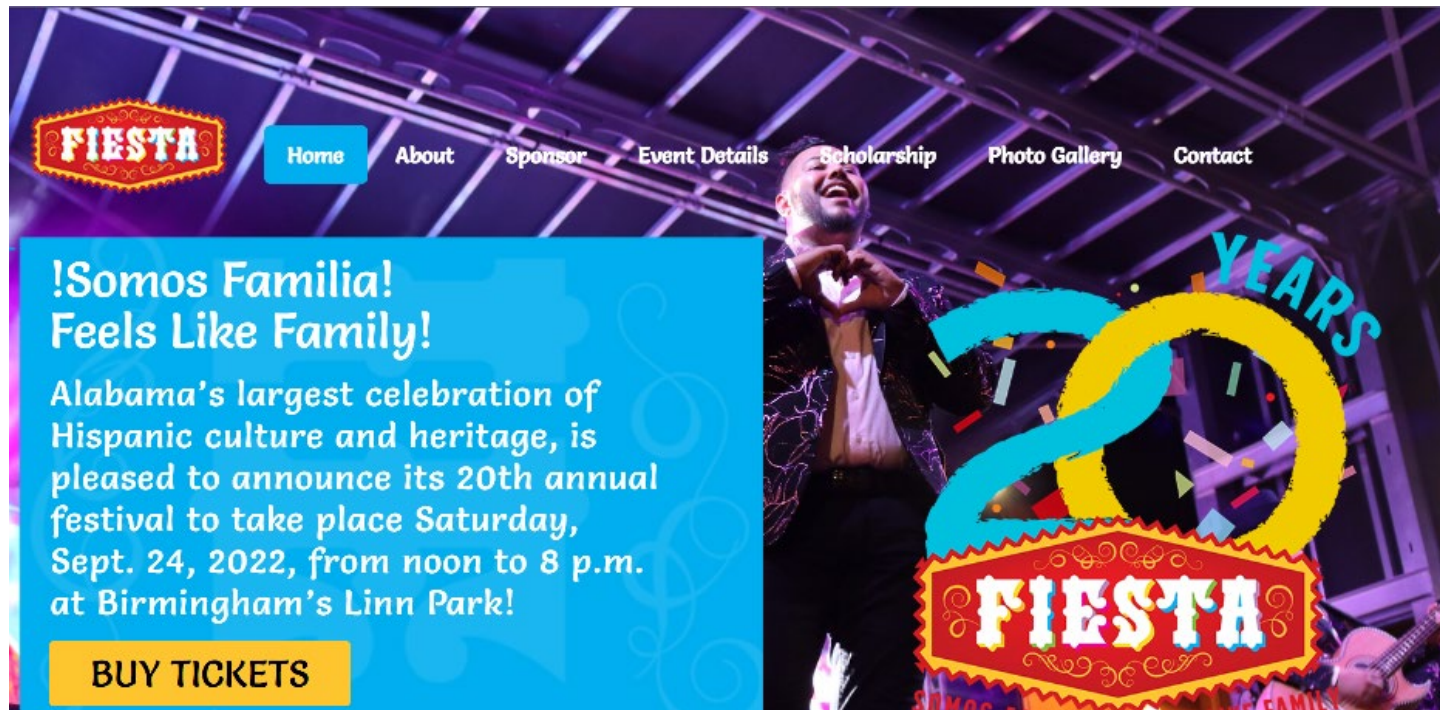
	ACCEPTABLE			UNACCEPTABLE
	TARGET	HIGH	LOW	
	A to A+	C+ to B+	D- to C	
Task Completion	19–20	16–18	13–15	0–12
Did the student complete the assigned task, including all required elements?	All required elements are included.	Almost all required elements are included.	Important elements are not included.	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.

SLO 3:



FIESTA

[Home](#) [About](#) [Sponsor](#) [Event Details](#) [Scholarship](#) [Photo Gallery](#) [Contact](#)

!Somos Familia! Feels Like Family!

Alabama's largest celebration of Hispanic culture and heritage, is pleased to announce its 20th annual festival to take place Saturday, Sept. 24, 2022, from noon to 8 p.m. at Birmingham's Linn Park!

BUY TICKETS

20 YEARS

FIESTA



Assessment Record

Program: SPA 102 - Introductory Spanish I

Assessment period: Fall 2020 - Summer 2021

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>Link to example rubric</p> <p><u>Example Activity</u> One instructor asked students to write a brief paragraph using Spanish vocabulary presented in the course.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2020 <u>Online</u> 19 students assessed 18 were successful Successful: 94.7%</p> <p>Spring 2021 <u>Online</u> 43 students assessed 41 were successful Successful: 95.3%</p>	<p>Provide supplemental writing activities that focus on the areas where students need additional help based on reviewing their assignments.</p> <p>Provide supplemental activities that focus on verb usage, adjective agreement, syntax, and sentence development.</p> <p>Help students progress and learn new words based on knowledge of their use of current vocabulary.</p>

			<p><u>Dual Enrollment at HS</u> 10 students assessed 10 were successful Successful: 100 %</p> <p>Summer 2021 <u>Online</u> 26 students assessed 26 were successful Successful: 100%</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>Link to example rubric</p> <p><u>Example Activity</u> One instructor asked students to use the present subjunctive with ojalá to give advice and express hope for where they want their friends to go and what they want their friends to do.</p>	<p>70% of students should meet intended outcome.</p>	<p>Fall 2020 <u>Online</u> 19 students assessed 19 were successful Successful: 100%</p> <p>Spring 2021 <u>Online</u> 43 students assessed 37 were successful Successful: 86.0%</p> <p><u>Dual Enrollment at HS</u> 10 students assessed 8 were successful Successful: 80.0%</p> <p>Summer 2021 <u>Online</u> 26 students assessed 20 were successful % Successful: 76.9%</p>	<p>Assign activities that target conjugation forms and concepts with deeper meaning.</p> <p>Record recurring grammatical errors to assist students with issues that frequently arise in spoken Spanish.</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 use their knowledge of Spanish express desires for where their friend should go on vacation and what he/she should do there.</p>	<p>70% of students should meet the intended outcome.</p>	<p>Fall 2020 <u>Online</u> 20 students assessed 10 were successful Successful: 50.0%</p> <p>Spring 2021 <u>Online</u> 43 students assessed 24 were successful % Successful: 55.8%</p> <p>Dual Enrollment at HS 10 students assessed 10 were successful Successful: 100 %</p> <p>Summer 2021 <u>Online</u> 26 students assessed 3 were successful Successful: 11.5%</p>	<p>Include videos and visual resources to study culture in meaningful ways.</p> <p>Use results from current assignments to gauge how to help future classes address all aspects of the cultural lesson, including societal and historical elements that affect cultural topics.</p>
<p>Plan submission date:</p>			<p>Submitted by: Alan Davis</p>	

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:

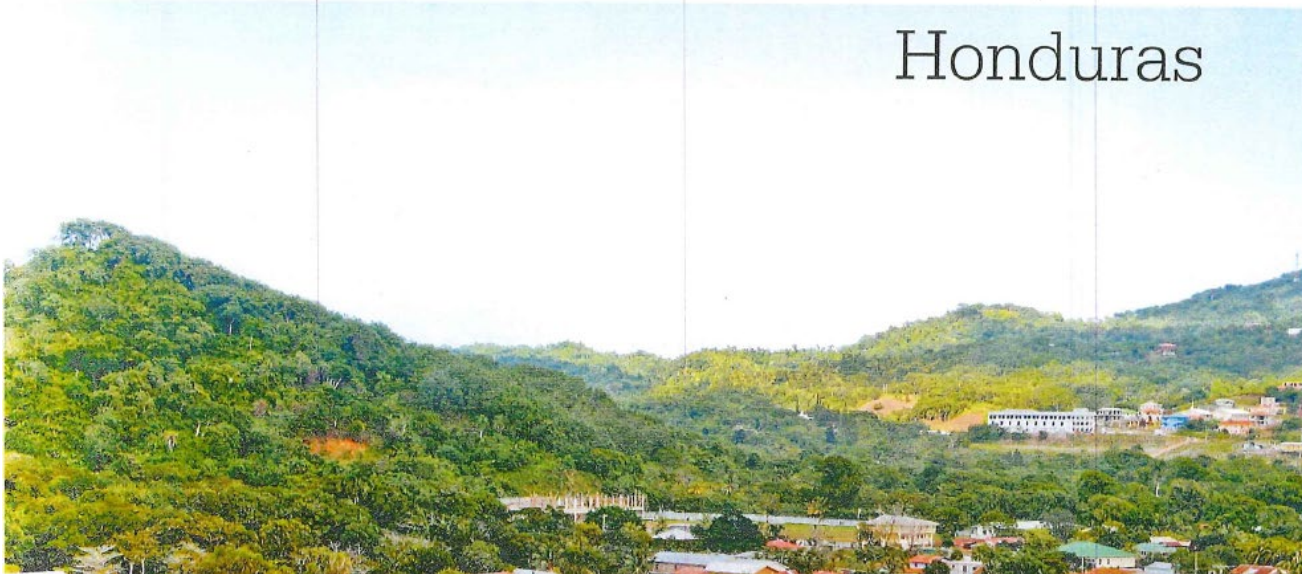
Name: _____ Grade: _____ Rewrite: _____

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!

Honduras





Assessment Record

Program: Communications- SPH 106

Assessment period: 2020-21

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: 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. Sample Rubric	70% of students will demonstrate satisfactory ability to evaluate and use material from sources ethically and effectively in support of an argument.	Fall 2020-Summer 2021 86% of students demonstrated satisfactory ability to evaluate and use material from sources ethically and effectively in support of an argument.	Observations/Changes: During this year, we observed a decrease from 88% to 86% overall in students' ability to use material from sources ethically and effectively in support of an argument; however, it should be noted that we were working with a much larger sample as more than twice the number of students were

			<p>Number of Students Assessed: 823 Students assessed/49 sections</p> <p>Shelby: 433/498 (87%) Jefferson: 41/43 (95%) Clanton: 147/181 (81%) Pell City: 89/101 (88%)</p>	<p>assessed this year over last year. For next year's assessment, instructors will utilize additional resources to assist with ethical and effective use of support available in the library guides, such as Points of Reference Center.</p>
<p>SLO 2: 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>Sample Rubric</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>Fall 2020-Summer 2021</p> <p>86% of students demonstrated satisfactory ability to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.</p> <p>Number of Students Assessed: 957 Students assessed/50 sections</p> <p>Shelby: 516/592 (87%) Jefferson: 48/61 (79%) Clanton: 147/181 (81%) Pell City: 112/123 (91%)</p>	<p>Observations/Changes: During this year, we observed a decrease from 91% to 86% in students' ability to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity. This year more than twice the number of students were assessed than the previous year, so the larger sample might affect the results. For next year's assessment instructors will include activities for improving verbal and nonverbal communication as well as listening skills.</p>
<p>Plan submission date:</p>			<p>Submitted by:</p>	


SLO 1: Rubric

Interpersonal Communication Assessment Rubric			
Interpersonal Communication Assessment Rubric	Developing	Satisfactory	Excellent
Active Listening <ul style="list-style-type: none"> Listening attentively while others speak Paraphrasing Staying objective/not judging 			
Verbal Communication/Use of Language <ul style="list-style-type: none"> Communicating clearly Being concise Paraphrasing Appropriate word choice Appropriate grammar & diction 			
Kinesics/Body Language/Nonverbal Feedback <ul style="list-style-type: none"> Eye contact Facial expressions Nodding and other nonverbal behaviors Posture Body orientation Appropriate use of gestures to aid understanding Communicates confidence Appropriate eye contact 			
Vocalics/Paralanguage <ul style="list-style-type: none"> Use of voice Pitch Rate Volume Tone Avoidance of excessive vocal fillers/vocalized pauses 			
Proxemics/Space Communication <ul style="list-style-type: none"> Use of space Distancing 			

SLO 1: Points of Reference Center

Points of Reference Center from JSSC Library Guides

[New Search](#)
[Publications](#)
[Subjects](#)
[Images](#)
[Indexes](#)




Searching: [Points of View Reference Center](#) | [Search Other Databases](#)
 Enter any words to find books, journals and more


[Basic Search](#)
[Advanced Search](#)
[Search History](#)

Points of View Reference Center


In the News




Coronavirus 2019 (COVID-19)




Vote America




Voter Identification Laws



Globalization



Equal Rights Amendment



Refugee Resettlement

Browse by Category

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[Animal Welfare](#)
[Arts & Culture](#)

[EmploymentInter...docx](#)
[Sph106syllabusH...docx](#)
[SPH and MCM An...xlsx](#)
[signed Comm OL.pdf](#)

SLO 2: Rubric

Interpersonal Communication Assessment Rubric			
Interpersonal Communication Assessment Rubric	Developing	Satisfactory	Excellent
Active Listening <ul style="list-style-type: none"> Listening attentively while others speak Paraphrasing Staying objective/not judging 			
Verbal Communication/Use of Language <ul style="list-style-type: none"> Communicating clearly Being concise Paraphrasing Appropriate word choice Appropriate grammar & diction 			
Kinesics/Body Language/Nonverbal Feedback <ul style="list-style-type: none"> Eye contact Facial expressions Nodding and other nonverbal behaviors Posture Body orientation Appropriate use of gestures to aid understanding Communicates confidence Appropriate eye contact 			
Vocalics/Paralanguage <ul style="list-style-type: none"> Use of voice Pitch Rate Volume Tone Avoidance of excessive vocal fillers/vocalized pauses 			
Proxemics/Space Communication <ul style="list-style-type: none"> Use of space Distancing 			

SLO 2: Communication Activities

Verbal, Nonverbal, Listening Skills

ACTIVITY 2.2 WORDS AT WORK

Purpose: The objective of this exercise is to encourage students to observe obvious and subtle differences in how language functions in the workplace.

Procedure: Explore the following examples that demonstrate differences in language and terminology use from one company to another and the meanings that we attach to words and terms.

In your place of work, what terms label retail employees? What differences in perception occur when you are called "a retail sales person," "a sales consultant," "a sales associate," or "a product associate?"

In your place of work, what terms label the bosses? What differences in perception occur when your supervisor is labeled as "President," "Vice President," "Assistant to the Associate Vice President," "Chief Executive Officer," "Chief Financial Officer," "District Sales Manager," "Union Steward," "Floor Manager," or "Head Custodian?"

In your institution of higher education, what differences in perception occur when a person is labeled "President of the University," "Vice President for Academic Affairs," "Director of the School," "Head of the Department," "Chair of the Department," "Professor," "Associate Professor," "Assistant Professor," "Instructor," or "Lecturer?"

At your college or university, are the people who teach the students called "Dr.," "Professor," "Mr.," "Mrs.," or "Ms.," or by first or last name? What are the differences in how students label their teachers? Another example is that few administrators, faculty or students may know the last names of secretaries, administrative assistants, and custodians, but many know the last names of people in authority who are often referred to only by title and last name.

Debriefing: Discuss with the class the upside and downside of labeling, the role of dominance (who gets to label whom), and the sometimes-subtle differences in relationship that occur depending on how a person is labeled.

ACTIVITY 3.7 NONVERBAL MEETING

Purpose: Students should be able to identify the rules or norms that govern our nonverbal behavior; to determine that we have more shared meanings for particular nonverbal cues with individuals with whom we have relationships, and to be able to discuss the role of nonverbal cues in their interpersonal communication.

Procedure: Ask students to engage in the following three behaviors:

1. Spend thirty minutes with a good friend, spouse, or child without using any written or spoken words. Instead, use bodily movements, the space between the two of you, gestures, facial expression, and other nonverbal cues to communicate.
2. Spend fifteen minutes with an acquaintance without using any words. Again, communicate only nonverbal cues.
3. Spend ten minutes with a person you have spoken to before, but restrict your communication to nonverbal cues.

Ask students to discuss their reactions and conclusions. You might use the following questions to guide a discussion: Did you find that communicating nonverbally was easier or more difficult than you predicted? Did you find it easier to communicate nonverbally with someone you knew well or with a relative stranger? Why? Do you think the other person understood the message you were trying to communicate nonverbally? Do you believe that communications would have been hindered or helped if you could, also have used words? How?

Debriefing: This activity is designed to make the students aware of the role of nonverbal cues in communication with others in the interpersonal setting. They should recognize that we have more shared meanings with people we have been communicating with for longer periods of time. This exercise can be used as an introduction to interpersonal relationships as well as an introduction to nonverbal communication.



Assessment Record

Program: Communications- SPH 107

Assessment period: 2020-21

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

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</p>	<p>70% of students will demonstrate satisfactory organization, development, and support in a persuasive speech argument.</p>	<p>Fall 2020-Summer 2021</p> <p>85% of students demonstrated effective organization, development, and support of arguments according to the persuasive speech rubric criteria.</p> <p>Number of Students Assessed: 433 Students assessed/26 sections</p>	<p>Observations/Changes: During this year, we observed a decrease from 89% to 85% in students' ability to organize, develop, and support an argument in a persuasive speech presentation; however, a much larger sample was assessed-- more than twice the number of students from the previous year. For next year's assessment, instructors will utilize interactive instructional techniques for organization, development, and support of arguments such as the Adaptive Learning</p>

			Annual Summary Shelby: 250/296 (84%) Jefferson: 51/64 (80%) Clanton: 18/19 (95%) Pell City: 48/54 (89%)	Assignments in Connect. Instructors and students will also discuss speech videos for the Lucas text that specifically demonstrate use of support.
SLO 2: Students will adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.	A persuasive speech presentation where a rubric is used to assess audience adaptation, use of language, and nonverbal communication. Sections I (Introduction), III (Communication Process & Audience Adaptation), V (Nonverbal Delivery) of Persuasive Speech Assessment Rubric	70% of students will demonstrate satisfactory ability to adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.	Fall 2020-Summer 2021 85% 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. Number of Students Assessed: 497 Students assessed/27 sections Annual Summary Shelby: 303/360 (84%) Jefferson: 52/64 (81%) Clanton: 18/19 (95%) Pell City: 48/54 (89%)	Observations/Changes: The department observed a decrease from 90% to 85% while assessing a much larger sample of students. For next year's assessment, instructors will utilize exercises available with the textbook resources for enhancing understanding of audience adaptation.
Plan submission date:			Submitted by:	

SLO 1:

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

VI. *Rhetorical Devices/Persuasive Strategy* _____/15

- 0 1 2 3 4 5 Logos: argument, reasoning; avoidance of fallacies
- 0 1 2 3 4 5 Pathos: appeals to emotion and needs
- 0 1 2 3 4 5 Ethos: competence, character, charisma, credibility

VII. *Conclusion* _____/10

- 0 1 2 3 4 5 Summary is clear: thesis re-statement, main point summary
- 0 1 2 3 4 5 Clincher: creative, appropriate, makes impact

Total for Speech Presentation _____/135 Grade _____

SLO 1:

Adaptive Learning Assignment: Analyzing the Audience	5/27/2020	0	assigned
Adaptive Learning Assignment: Outlining the Speech	5/27/2020	0	assigned
Adaptive Learning Assignment: Beginning and Ending the Speech	5/27/2020	0	assigned
Adaptive Learning Assignment: Delivery	5/27/2020	0	assigned
Adaptive Learning Assignment: Ethics & Public Speaking	5/27/2020	0	assigned
Adaptive Learning Assignment: Gathering Materials	5/27/2020	0	assigned
Adaptive Learning Assignment: Giving Your First Speech	5/27/2020	0	assigned
Adaptive Learning Assignment: Listening	5/27/2020	0	assigned
Adaptive Learning Assignment: Methods of Persuasion	5/27/2020	0	assigned
Adaptive Learning Assignment: Organizing the Body of the Speech	5/27/2020	0	assigned
Adaptive Learning Assignment: Presenting Your Speech Online	5/27/2020	0	assigned
Adaptive Learning Assignment: Selecting a Topic and a Purpose	5/27/2020	0	assigned
Adaptive Learning Assignment: Speaking in Public	5/27/2020	0	assigned
Adaptive Learning Assignment: Speaking on Special Occasions	5/27/2020	0	assigned
Adaptive Learning Assignment: Speaking to Inform	5/27/2020	0	assigned
Adaptive Learning Assignment: Speaking to Persuade	5/27/2020	0	assigned
Adaptive Learning Assignment: Supporting Your Ideas	5/27/2020	0	assigned
Adaptive Learning Assignment: Using Language	5/27/2020	0	assigned
Adaptive Learning Assignment: Using Visual Aids	5/27/2020	0	assigned

SLO 1:

19-36 of 172 media files	View: all 1
05.02 The Benefits of Music Therapy excerpt (Situational Audience Analysis)	
06.01 Know What You Are Eating excerpt (Situational Audience Analysis)	
06.02 The Internet and Our Future excerpt (Audience-Analysis Questionnaire)	
06.03 Audience-Analysis Questionnaire	
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: Untying 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)	
10.01 In Your Dreams excerpt (Relating Topic)	
10.02 Ramadan excerpt (Arousing Curiosity)	
10.03 Hoping to Heal excerpt (Telling a Story)	
10.04 Phony Pharmaceuticals excerpt (Visual Aids)	

SLO 2:

- 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

- VI. *Rhetorical Devices/Persuasive Strategy* _____ /15
- 0 1 2 3 4 5 Logos: argument, reasoning; avoidance of fallacies
- 0 1 2 3 4 5 Pathos: appeals to emotion and needs
- 0 1 2 3 4 5 Ethos: competence, character, charisma, credibility

- VII. *Conclusion* _____ /10
- 0 1 2 3 4 5 Summary is clear: thesis re-statement, main point summary
- 0 1 2 3 4 5 Clincher: creative, appropriate, makes impact

Total for Speech Presentation _____ /135 Grade _____

SLO 2:

Additional Exercises and Activities

- Below are five specific purpose statements for classroom speeches. For each specific purpose statement, lead a class discussion that seeks to answer the question: "What steps would a speaker with this specific purpose need to take to adapt her or his speech to the interests, knowledge, and attitudes of this class?"
 - To inform my audience how they can protect their apartment or dorm room against burglaries.
 - To inform my audience about the principles of aerodynamics that allow an airplane to fly.
 - To inform my audience about the causes, symptoms, and treatment of eating disorders.
 - To persuade my audience that the federal government should impose stronger safety standards for school buses in the United States.
 - To persuade my audience to participate in intramural sports.

Discussion: This is an excellent alternative (or supplement) to Exercise 2 on page 113 of the textbook. While that exercise asks students to generalize about hypothetical listeners, this exercise gets them thinking about a specific real audience—their speech class. As a result, it has two benefits. One, of course, is to expand their understanding of the factors involved in audience analysis and adaptation in general. The second is to give them insight into the audience they will be addressing in their classroom speeches.

This exercise can be conducted entirely in class or, to save time, it can be given to students as a homework assignment.

- Have students prepare an Audience Analysis and Adaptation Worksheet (see pages 114–115 of this manual) in conjunction with one or more of their speeches. Hand out the worksheets early, so students can use them throughout the speech preparation process. You can have the students turn in their worksheets at the same time as their initial preparation outlines, or you can require that they be turned in on the day of each student's speech.

Audience Analysis and Adaptation Worksheet

Part I

Speaker _____ Topic _____

What is the audience for this speech? _____

What is the specific purpose of this speech? _____

In choosing a specific purpose, how can you narrow the topic so it will be appropriate to this audience?

Demographic audience analysis: What special adaptation is necessary in the speech because of the audience's

age _____

religion _____

racial, ethnic, and cultural background _____

gender and sexual orientation _____

group membership _____

other (specify) _____

Situational audience analysis: What special adaptation is necessary in the speech because of the audience's

size _____

response to the physical setting _____

knowledge about the topic _____

interest level in the topic _____

attitude toward the topic _____

disposition toward the speaker _____

disposition toward the occasion _____