



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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><b>SLO 1:</b> 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><b>Direct Assessment:</b> 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 <a href="#">Rubric</a> below</p>	<p><u>Fall 2021-Summer 2022:</u> 243/319 students fulfilled this outcome. (76%)  Number of Students Assessed 319 Students assessed/25 sections  <u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 192/258 (74%) Jefferson: 24/28 (85%)</p>	<p><b>Observations/Changes:</b> For this outcome, there was need for strengthened support of reading comprehension instruction and activities since there was a decrease from the 2020-2021 report. During this assessment period, ENR 098 instructors emphasized reading comprehension and vocabulary development through the use of an “<a href="#">Active Reading</a>” slideshow” focused on annotation and critical analysis, and they included <a href="#">assignments requiring critical reading skills</a>, <a href="#">quizzes testing reading comprehension</a> and <a href="#">strategies for using context clues to decode unfamiliar</a></p>

			Pell City: 27/33(81%)	<a href="#">terminology</a> . Moving forward, the ENR 098 committee has petitioned to change this SLO to increase the quality of reading comprehension. SLO language was added, and a rubric was clarified for the new 3-year cycle as evidenced by the following <a href="#">New SLO 1 Petition</a> . The committee felt that students needed to show in writing that they can comprehend and analyze a chosen text. To help students further, instructors will continue to use the <a href="#">University of North Carolina Learning Center’s handout</a> on “ <a href="#">Reading Comprehension Tips</a> ” or a similar handout to help students meet reading comprehension goals. Additionally, instructors will utilize an <a href="#">increased number of quizzes and exercises</a> through <i>Connect</i> or instructor-based quizzes since they are useful in gauging students’ reading comprehension.
<b>SLO 2:</b> 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.	<b>Direct Assessment:</b> 70 % of students reach at least a “Satisfactory” level on <a href="#">Rubric</a> below	<u>Fall 2021 - Summer 2022:</u> 211/287 students fulfilled this outcome. (73%)  Number of Students Assessed 287 Students assessed/25 sections  <u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 162/230 (70%) Jefferson: 24/28 (85%) Pell City: 24/29 (82%)	<b>Observations/Changes:</b> There was a small measure of growth in students’ demonstration of Standard English grammar and mechanics skills, as well as sentence variety utilization. In addition to some classroom (online or in person) instruction on grammar, punctuation, and mechanics topics, instructors required students to use adaptive software to strengthen these skills, primarily using <a href="#">InQuizitive for Writers</a> by Norton or <a href="#">Connect</a> by McGraw Hill. Students who actively engaged with and completed the adaptive lessons tended to use standard English more proficiently in compositions. Instructors also added a link to the <a href="#">JSCC Virtual Writing Center</a> in Blackboard and shared it in class. Since this method is working, the ENR 098 committee only simplified the language surrounding this SLO. SLO language was adapted, and a rubric was clarified for the new 3-year cycle as evidenced by the following <a href="#">New SLO 2 Petition</a> . Going forward, <i>InQuizitive</i> and <i>Connect</i> will continue to strengthen student’s application of Standard English; therefore, instructors will continue to use these platforms. Additionally, instructors will encourage students to use the JSCC Virtual Writing Center for assistance with using Standard English practices in their compositions.
<b>SLO 3:</b> Create a thesis statement using specific	Direct Assessment:	<b>Direct Assessment:</b>	<u>Fall 2021-Summer 2022:</u> 202/276 students fulfilled this outcome. (73%)	<b>Observations/Changes:</b> During this year, there was a need for strengthened understanding of thesis function and support throughout body paragraphs in a multi-

<p>examples, facts, or details that is developed in coherent, cohesive, and supportive body paragraphs.</p>	<p>Evaluate one essay to assess ability to express a central idea which is supported in a cohesive multi-paragraph essay.</p>	<p>70% of students reach at least a “Satisfactory” level on <a href="#">Rubric</a> below</p>	<p>Number of Students Assessed 276Students assessed/25 sections</p> <p><u>Yearly Campus Summary</u> Number of Students Assessed Shelby: 158/220 (71%) Jefferson: 23/27 (85%) Pell City: 21/29 (72%)</p>	<p>paragraph composition. Instructional materials, including “<a href="#">The Essay Slideshow</a>,” <a href="#">Essay Checklists</a>, and <a href="#">The Writer’s Handbook</a> were utilized to assist students in meeting this SLO. Students were also provided direct links to the <a href="#">scheduling function of the JSCC Virtual Writing Center</a> to help students create strong thesis statements and essays. For the new 3-year cycle, the ENR 098 committee felt that the wording for this SLO needed to be altered to emphasize that the entire paper (not just the thesis statement) needed to be coherent and cohesive. SLO language was added, and a rubric was clarified for the new 3-year cycle as evidenced by the following <a href="#">New SLO 3 Petition</a>. Going forward, since student improvement increased following the use of “The Essay Slideshow,” Essay Checklists, and <i>The Writer’s Handbook</i>, instructors will continue to integrate these resources in their classes. <a href="#">Drafting workshops and peer review workshops</a> will also be more prominently used in support of student success.</p>
<p><b>Plan submission date: September 15, 2022</b></p>			<p><b>Submitted by: Communications Department</b></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 reading 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*, 2<sup>nd</sup> ed., Cengage Learning, 2015.

# SLO 1:

The New York Times

FRANK BRUNI

## The Gift of Siblings

By Frank Bruni

May 25, 2013

GIVEN what a mouthy thing I grew up to be, it's shocking to me that I began talking later than most children do. But I didn't need words. I had my older brother, Mark.

The way my mother always recounted it, I'd squirm, pout, mewl, bawl or indicate my displeasure in some comparably articulate way, and before she could press me on what I wanted and perhaps coax actual language from me, Mark would rush in to solve the riddle.

"His blanket," he'd say, and he'd be right.

"Another cookie," he'd say, and he'd be even righter.

From the tenor of my sob or the twitch of one of my fat little fingers, Mark knew which chair I had designs on, which toy I was ogling. He decoded the signs and procured the goods. Only 17 months older, he was my psychic and my spokesman, my shaman and my Sherpa. With Mark around, I was safe.

This weekend he's turning 50 — it's horrifying, trust me — and we'll all be together, as we were at his 40th and my 40th and seemingly every big milestone: he and I and our younger brother, Harry, and our sister, Adelle, the last one to come along. We marched (or, rather, crawled and toddled) into this crazy world together, and though we had no say in that, it's by our own volition and determination that we march together still. Among my many blessings, this is the one I'd put at the top.

Two weeks ago, the calendar decreed that we Americans pause to celebrate mothers, as it does every year. Three weeks hence, fathers get their due. But as I await the arrival of my brothers, my sister and their spouses in Manhattan, which is where we'll sing an off-key "Happy Birthday" to Mark and drink too much, my thoughts turn to siblings, who don't have a special day but arguably have an even more special meaning to, and influence on, those of us privileged to have them.

"Siblings are the only relatives, and perhaps the only people you'll ever know, who are with you through the entire arc of your life" the writer Jeffrey Kluger observed to Salon in 2011, the year his book "The Sibling Effect" was published. "Your parents leave you too soon and your kids and spouse come along late, but your siblings know you when you are in your most inchoate form."

Of course the "entire arc" part of Kluger's comments assumes that untimely death doesn't enter the picture, and that acrimony, geography or mundane laziness doesn't pull brothers and sisters apart, to a point where they're no longer primary witnesses to one another's lives, no longer fellow passengers, just longtime housemates with common heritages.

That happens all too easily, and whenever I ponder why it didn't happen with Mark, Harry, Adelle and me — each of us so different from the others — I'm convinced that family closeness isn't a happy accident, a fortuitously smooth blend of personalities.

IT'S a resolve, a priority made and obeyed. Mark and his wife, Lisa, could have stayed this weekend in the Boston area, where they live, and celebrated his 50th with his many nearby college buddies. Harry and his wife, Sylvia, could have taken a pass on a trip to New York; they're traveling all the way from the Los Angeles area, their home. But we made a decision to be together, and it's the accretion of such decisions across time that has given us so many overlapping memories, which are in turn our glue.

I'm also convinced that having numerous siblings helps. If you're let down by one, you can let off steam with another. "There's always someone else to turn to," said George Howe Colt, the author of "Brothers," a 2012 book about brothers through history and about his own three siblings, all male.

"It's like a treasure chest: you have access to a lot of different personalities," Colt told me. "With my brothers, I turn to them all. But I turn to them for different things." That's how it is in our brood, too.

Perhaps because the four of us belong to the same generation — just over eight years separate Mark and Adelle — each understands the others better than our mother, now gone, could ever understand us, or than our father ever will. And while our parents give us values, we inadvertently assigned ourselves the rules we play. Popularity came more easily to Mark, so I resolved to be the more diligent student, needing to find my own way to stand out. Because Mark and I made relatively conventional choices, Harry, for a while, made less conventional ones: his claim to a distinct identity.

That's how it goes in a pack of siblings, and I sometimes wonder, when it comes to the decline in fertility rates in our country and others, whether the economic impact will be any more significant than the intimate one. For better or worse, fewer people will know the challenges and comforts of a sprawling clan.

the burden of your parents' dreams and expectations, you can flail on a particular front with lower stakes and maybe even less notice. Siblings not only pick up the slack but also act as decoys, providing crucial distraction.

They're less tailored fits than friends are. But in a family that's succeeded at closeness, they're more natural, better barbers. As Colt observed of his siblings, and it's true of mine as well, they aren't people he would have likely made an effort to know or spend time with if he'd met them at school, say, or at work. And yet a reunion with them thrills him more than a reunion with friends, who don't make him feel that he's "a part of a larger quilt," he said. His brothers do.

My friend Campbell, who's as fond of her two sisters as I am of my siblings, put it this way: "With a friend, I have to be more articulate. With my sisters, I can be my most primal self; inarticulate, childishly emotional. I'll have a fight with my sister and say, 'O.K., I know we're in a fight, but I need your advice on something,' and we can just put the fight on hold. They're the only people in the world you can be your worst self with and they'll still accept you."

My siblings have certainly seen me at my worst, and I've seen them at theirs. No one has bodied. It's as if we signed some contract long ago, before we were even aware of what we were getting into, and over time gained the wisdom to see that we hadn't been duped. We'd been graced: with a center of gravity, with an audience that never averts its gaze and doesn't sit on its applause. For each of us, a new horizon, a new relationship or a newness was never quite real until the rest of us had been ushered in to the front row.

This weekend we clap for Mark, and as I plot his dinner menu and hit the liquor store, I have to decode what he wants. It won't be difficult. I have decades of history to draw from, along with an instinct I can't even explain.

A version of this article appears in print on May 25, 2013, Section 8B, Page 3 of the New York edition with the headline: The Gift of Siblings.

ENR 098 Online

Close & Critical Reading of "The Gift of Siblings" by Frank Bruni

1. In your own words, what does the title of the article tell you about what its focus will be?
2. What is the first sentence or set of sentences (reprinted word-for-word and enclosed in quotation marks) that reflects the main idea of the article?
3. Without looking it up, what is your sense of what mewl means in the second paragraph? Is the connotation (implied meaning or associations) positive or negative, and why?
4. Without looking the terms up, are the connotations of the terms shaman and sherpa in the fifth paragraph positive or negative, and why?
5. Why does Bruni think "it's horrifying" that his brother is soon turning 50 in the sixth paragraph?
6. What is Bruni referring to when he says, "Two weeks ago, the calendar decreed that we Americans pause to celebrate mothers, as it does every year. Three weeks hence, fathers get their due." What information helped you arrive at your answer?
7. Given the main idea of the article, what point is Bruni making by using the answer to #6?
8. What does Bruni say are the kinds of things that pull siblings apart if they are not committed to staying close?
9. Why does Bruni say that our siblings understand us better than our parents do?
10. What does Bruni mean when he says that siblings are "less tailored fits than friends are" on p. 27?

# SLO 1:

1. Multiple Choice: According to Warner, what is the real... (Points: 1)

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

Answer: Lack of rigor

Options: 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

Options: 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 these 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

Options: Fear, The 5-paragraph essay, Balance

Incorrect Feedback: On Page 5, Warner states "They're not exactly enthusiastic about it—you should see their '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 09|

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 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, kidnapers, and other **miscreants** (vicious, depraved, or villainous person).

# SLO 1:

## Old Student Learning Outcome #1 (if applicable):

Students will **demonstrate** reading comprehension appropriate for college-level reading.

## New Student Learning Outcome#1:

Students will **demonstrate** reading comprehension appropriate for college-level reading in a written assignment or exam.

## Old Assessment Model (embedded questions on final exam, essay questions, etc.):

**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.

**Assessment:** Rubric for assessment or test; 70% of students will achieve satisfactory or above on the assessment.

Rubric	Excellent	Satisfactory	Unsatisfactory
Reading Comprehension	All of the reading is comprehended as demonstrated by thorough discussion in journals or discussion activities, or over 90% of comprehension test questions are answered correctly.	Most of the reading is comprehended as demonstrated by average discussion in journals or discussion activities, or at least 70% of comprehension test questions are answered correctly.	Over half of the reading is incomprehensible to the student demonstrated by illogical discussion in journals or discussion activities, or less than 70% of comprehension test questions are answered correctly.

## Justification for Change (include data from previous assessment records):

Language clarified in SLO and rubric for new 3-year cycle.

# 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 let me assure you, 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 retaining at all. While these are opportunities to do an opposite end of the spectrum, neither of them engages your brain in a way that allows 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, bulleted 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 [Examplan 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 alert 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

Are you a student who can make sure you're engaged while reading to 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

Week 3:  
August 29-  
September 2

\*Tuesday, August 30th is the last day to withdraw with a 45% refund.

Unit 1: How to Be a Successful Student of Writing; Writing Exercise #1: Survival Plan

1.) Read:

- Unit 1 Overview

2.) Watch:

- "How to Access Grades and Feedback" Video (*written directions also available*)
- UNC Learning Center's "Growth Mindset" (*captions available*)

3.) Read:

- The following UNC Learning Center articles:
  - "Reading Comprehension Tips"
  - "Online and Remote Learning: Tips for Students"
  - "Calendars and College"
  - "Higher Order Thinking: Bloom's Taxonomy"
  - "Metacognitive Study Strategies"

- Kitchens' "Disaster Recovery 101: A Guide to Keep Your Education Going"
- Writing Exercise #1: Survival Plan Assignment Sheet

4.) Complete by \*Wednesday, August 31st at 11:59pm:

- Reading/Viewing Quiz

5.) Complete by \*Friday, September 2nd at 11:59pm:

- Writing Exercise #1: Survival Plan

# SLO 1:

**Evaluation and Assessment:** Grades will be based upon the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, and F = below 60%

Requirements for individual assignments will be explained in the assignment instructions.

Graded work will be returned regularly throughout the semester. Students are encouraged to review their graded work and save copies of their graded and ungraded original work.

## ENR 098 Points Distribution

Paragraphs (5 @ 25 pts per)	125 pts
Paragraph Revision & Expansion (2 @ 50 pts per)	100 pts
Peer Review Workshops (2 @ 25pts per)	50 pts
Content Assignments or Quizzes (estimated at 8 @ 50 pts per)	400 pts
Connect Exercises (25 modules @ 10 pts per)	250 pts
Essays (2 @ 100 pts per)	200 pts
Mid-term Exam	125 pts
Final Exam	100 pts
<b>Total Points Available (Projected)</b>	<b>1350 pts</b>

## Plan of Activities

Below is a **tentative** plan of activities that is subject to change according to class, instructor, or scheduling needs. It is not meant to be a substitute for the most current information about the direction of classroom instruction, which will be shared in regularly scheduled Blackboard communication.

Week 1	Introduction to course (video); diagnostic paragraph for attendance and participation verification
Week 2	Notes on the essentials of critical and close reading plus exercise; vocabulary building and selection plus exercise
Week 3	Introduction to Major Errors <b>Wordbank</b> ; introduction to <i>Connect</i>
Week 4	Continued instruction on Major Errors <b>Wordbank</b> and associated quiz
Week 5	Introduction to paragraph composition; outlining and developing All-Purpose Paragraphs with strong support for main ideas

Week 6	Exercises on creating effective All-Purpose Paragraphs; peer review workshop; submission of All-Purpose Paragraphs
Week 7	Review of effective reading and writing strategies; practice for Mid-term exam
Week 8	Mid-term exam; instruction on revision and expansion of All-Purpose Paragraphs into next level of essay readiness; peer review workshop
Week 9	Submission of Expanded All-Purpose Paragraphs; introduction to the essay; reading and modeling effective essays
Week 10	Instruction and practice in writing effective introductory and concluding paragraphs; specific major errors instruction and practice
Week 11	Submission of Essay 1; continued practice on identifying and applying the elements of effective essays
Week 12	Critical reading refresher; specific major errors instruction and practice
Week 13	Revision of Essay 1 and preparation for Essay 2.
Week 14	Submission of Essay 2
Week 15	<b>Fall Holidays – NO CLASS ALL WEEK</b>
Week 16	Allowance for syllabus disruptions
Week 17	Final Exam – Final Exam date and time to be announced

## 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.



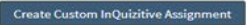
**Unsatisfactory:** Many major errors that affect the clarity, flow, and purpose of the paper. Use of only simple sentences or some variety but with incorrect mechanics.

## 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 

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	—	—	—	—

### 4. GRADED MATERIALS:

- Compositions 320 points
  - *Writing Exercise #1: Survival Plan (20)*
  - *Writing Exercise #2: Writing about Your Writing (30)*
  - *Writing Exercise #3: Writing about Another's Writing (30)*
  - *Writing Exercise #4: Quote Application (40)*
  - *Essay #1: Author's Choice (100 points)*
  - *Essay #2: Writing Philosophy (100 points)*

- *InQuizitive Exercises (23 exercises at 10 points each)* 230 points
- Professionalism 150 points



## SLO 2:

Week	Activity	Start Date	End Date	Points
Week 3	Reading and Writing as a Complementary Process	9/26/2021	9/5/2021	25 pts
	Reading, Vocabulary and Study Skills	9/26/2021	9/5/2021	125 pts
Week 4	Writing in Response to Reading	9/26/2021	9/5/2021	100 pts
	Reading to Infer/Writing to Imply	9/26/2021	9/12/2021	400 pts
Week 5	Parts of Speech Review	9/26/2021	9/12/2021	250 pts
	Spelling and Word Use	9/26/2021	9/19/2021	200 pts
Week 6	Capitalization	9/26/2021	9/19/2021	125 pts
	Subject-Verb Agreement	9/26/2021	9/26/2021	100 pts
Week 6	Verbs: Form, Tense and Other Information	9/26/2021	9/26/2021	1325 pts
	<b>Total Points Available (Projected)</b>			

### ENR 098 Points Distribution

Attendance Verification Response	25 pts
Paragraphs (5 @ 25 pts per)	125 pts
Paragraph Revision & Expansion (2 @ 50 pts per)	100 pts
Content Assignments or Quizzes (estimated at 8 @ 50 pts per)	400 pts
Connect Exercises (25 modules @ 10 pts per)	250 pts
Essays (2 @ 100 pts per)	200 pts
Mid-term Exam	125 pts
<u>Final Exam</u>	100 pts
<b>Total Points Available (Projected)</b>	<b>1325 pts</b>

## SLO 2:

Writing Center

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

**Home**

- [Introduction](#)
- [Reading & Writing Skills Instruction](#)
- [Librarian](#)

**Core English and Writing Skills**

**Common Formatting & Citations**

**Evaluating Sources**

**Information & Media Literacy**

**Plagiarism**

**The Research Process**

**Understanding Academic Writing**

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**Staff Use Only**

**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.

**Online Tutoring Schedule for Summer 2022**

- Monday
  - Noon - 4:00 pm
- Tuesday
  - 10:00 am - 2:00 pm
- Wednesday
  - 3:00 pm - 7:00 pm
- Thursday
  - 10:00 am - 2:00 pm

Papers and other assignments must adhere to standard **MLA-style format guidelines**. For assignments that require an uploaded document, you should include a **heading** at the top left of the first page that includes 1) your first and last name, 2) course name (English 101), 3) name of assignment (ex: Narrative Essay). Essay assignments should have a title, centered above the first paragraph.



**Double space** and use a **one-inch margin** around all sides. Use **Times New Roman font, 12 pt. size**. Do not skip extra lines between paragraphs. (If extra lines are inserted automatically, go to the format paragraph tab and be sure space before / space after is set to 0). See a sample first page and other useful information on [Purdue University's Online Writing Lab](http://owl.english.purdue.edu/owl/resource/747/01/): <http://owl.english.purdue.edu/owl/resource/747/01/>

This **YouTube video tutorial** is quite helpful for **formatting documents in MS Word**: <http://youtu.be/3C28Af6CcD4>. If you have other questions about how to get your word processing software to format your document correctly, please let me know.

Writing Center Info:

<https://librav.jeffersonstate.edu/writingcenter>

Please consider sending your work or visiting the writing center! Extra credit could potentially be offered if writing center is visited.

#### Communication

I am glad to respond to questions and requests for help. Communication will be a key to your success this semester.

Email will be our **primary form of communication**. As noted above, my email address is [hwytatt1@jeffersonstate.edu](mailto:hwytatt1@jeffersonstate.edu). Please email me using **only your Jefferson State Community College email for official communication, and remember to provide your first and last name and to tell me which class you're in** (for example: English Literature I, Internet).

I intend to respond to all inquiries within 24 hours, though it may take a bit longer on weekends.

## SLO 2:

### **Old Student Learning Outcome #2 (if applicable):**

Students will communicate in Standard written English with correct grammar and mechanics, and with an exhibited variety of sentence structures (simple, compound, complex).

### **New Student Learning Outcome#2:**

Students will use the conventions of Standard English in a written composition.

### **Old Assessment Model (embedded questions on final exam, essay questions, etc.):**

**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.

### **New Assessment Model:**

**Assessment:** Rubric for assessment of an assignment; 70% of students will achieve satisfactory or above on the assessment.

Rubric	Excellent	Satisfactory	Unsatisfactory
Standard English convention use	No major errors and only a few minor grammatical notes. Use of all varieties of structures with clear and correct mechanics.	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.	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.

### **Justification for Change (include data from previous assessment records):**

Clarified and simplified wording for new 3-year cycle.

## 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:



**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 [UNL Writing Center](#) provides some helpful information), and/or speak with your instructor in that specific course.

**But first, why is writing essays so difficult?**

- Writing papers is a tough business, even (if not even as explicitly) for those of us who are advanced academic writers. But why?
- Writing essays in forms of "creating" resides at the top of Bloom's Taxonomy:

**Bloom's Taxonomy** is a classification system that is used to define and describe different levels of human cognition. Louisa Stulajter of the University of Arkansas explains, "Like other taxonomies, Bloom's is hierarchical, meaning that learning of the **higher levels** is dependent on having attained prerequisite knowledge and skills at **lower levels**." In other words, in order to "Create" — which is listed at the top of the taxonomy — students must be proficient at the preceding levels.

**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

**The Introduction**

- As the UNL 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 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.

**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 [UNL Writing Center](#), the thesis:
  - is the main map for the paper; it tells the reader what to expect from the rest of the piece
  - is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be "Should I eat the meat? Should I drink? Should I drink?" A thesis must then offer a way to understand the one or the other.
  - often makes 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.

# SLO 3:

ENR. 098	Summer 2022
<b>Essay #2: Writing Philosophy Checklist</b>	
<b>Basic Directions</b>	<ul style="list-style-type: none"> <li>Is the assignment placed in a Microsoft Word document that is saved under the label LastName_FirstName_Essay #?</li> <li>Does the assignment address each of the four main items listed on the first page of the assignment sheet? That is, do you:                     <ul style="list-style-type: none"> <li>Offer a detailed overview/summary of 098 for future students who are unfamiliar with this course</li> <li>Reflect on how you have developed as a writer this semester</li> <li>Reflect on how you may use the writing skills you developed/honed from 098 in your other classes or in daily life</li> <li>Offer advice to future 098 students for succeeding in this class</li> </ul> </li> <li>Does the paper include an introduction, a series of body paragraphs, and a conclusion?</li> <li>Is the essay at least 2 complete pages?</li> <li>Is the length of the essay appropriate for the given topics?</li> </ul>
<b>Basic MLA</b>	<ul style="list-style-type: none"> <li>Is the document (including the page number section) written in black Times New Roman, 12-point font?</li> <li>Does the paper include consistent double-spacing (with no extra spacing between paragraphs and sections of the essay)?</li> <li>Are the opening lines of each paragraph indented 1/4 inch?</li> <li>Is your last name and the page number included in the upper right corner of each page? (If you need help inserting page numbers into your document, please follow the <a href="#">"insert page numbers" tutorial</a> from Microsoft. Remember to add your last name before your page number.)</li> <li>Does the paper include appropriate heading information (Your Name, Teacher's Name, ENR. 098, and date) on the top left side of the first page only?                     <ul style="list-style-type: none"> <li>Keep in mind that this information should not be placed in the header.</li> </ul> </li> <li>Does the essay include an original title that gives the paper an identity?</li> <li>Is the title centered between the date and the first line of the paper?</li> <li>Does the title include appropriate capitalization?</li> <li>Does the essay include 1-inch margins?</li> <li><i>If necessary:</i> Are article titles as well as the titles of smaller works placed in quotation marks?</li> <li><i>If necessary:</i> Are the titles of larger works, such as containers (like book, play, database, and website titles), italicized?</li> <li><i>If necessary:</i> Are the ideas of other authors properly signaled or introduced?</li> <li><i>If necessary:</i> Have quotes and paraphrased material been integrated grammatically so that sentences/passages make sense?</li> <li><i>If necessary:</i> Has the author explained how any quoted or paraphrased material relates to the paper? In other words, has all referenced information been "massaged" into the paper?</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Is there a minimum 1 paragraph introduction?</li> <li>Does the introduction set the tone and purpose for the essay?                     <ul style="list-style-type: none"> <li>Remember that this is a letter addressed to other students, so it is okay to be more conversational!</li> </ul> </li> <li>Does the introduction engage the audience's attention in some way?</li> <li>Does the essay include a thesis statement that states the main claim or purpose of the essay?</li> <li>Does the thesis occur in a logical location in the paper's introduction?</li> </ul>
<b>Body</b>	<ul style="list-style-type: none"> <li>Does the body explain ENR. 098 in such a way that an audience unfamiliar with it can understand what the course is like?</li> </ul>

ENR. 098	Summer 2022
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Does the body clearly relate how you have developed as a writer in ENR. 098?</li> <li>Does the body clearly explain how the writing skills you have developed <a href="#">honed in ENR. 098</a> may help you in other classes or in daily life?</li> <li>Does the body offer the audience advice for succeeding in the course?</li> <li>Overall, does the body of your essay create a meaningful discussion of your thesis?</li> <li>Does the essay have a clear paragraph structure with one main idea per paragraph?</li> <li>Does each paragraph begin with a topic sentence (or a series of topic sentences) that clearly states the purpose of the paragraph?</li> <li>Overall, is there enough evidence in each paragraph to support the essay's findings?</li> <li>Are there appropriate transitions between ideas and paragraphs so that the paper naturally leads the audience from idea to idea topic to topic? In other words, does the essay "flow" without seeming "choppy"?</li> <li>Are paragraph lengths appropriate for their given topics?</li> <li>Does each paragraph close with a sentence (or series of sentences) that either transitions to the next point or provides closure of the idea/topic?</li> <li>Overall, have you chosen a logical order of ideas that works best for the essay?</li> <li>Overall, does the organization help guide the audience through the paper?</li> </ul>
<b>Proofreading</b>	<ul style="list-style-type: none"> <li>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"> <li>run-on sentences</li> <li>sentence fragments</li> <li>failure to appropriately capitalize</li> <li>misspelled or misused words</li> <li>awkward phrasing</li> <li>unintentional repetitive language, including circular reasoning</li> <li>overuse of "I"</li> <li>Inverted use of "I" and "me"</li> <li>monotonous use of sentence structures</li> <li>general punctuation errors with commas, semicolons, quotation marks, and/or apostrophes.</li> </ul> </li> </ul> <p><i>If you need help with general grammar, please see the following handout: <a href="#">Grammar, Combining Sentences, and Punctuation</a>.</i></p>

## SLO 3:

### A Writer's Handbook

**Introduction**

- A Writer's Handbook

**Purpose & Audience**

**Introduction for Essays**

- Opening Sentences
- Linking Sentences

**Thesis**

- Finished Introduction

**Body Paragraphs for Essays**

- Topic Sentences
- Development
- Conclusion Sentences

**Conclusion Paragraphs for Essays**

- Essay Writing Organization: The Outline
- Annotating Readings
- Development Ideas for General, Rhetorical, and Literary Writing
- General Writing Idea Development

**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-Clanton Campus of Jefferson State Community College.

This handbook will assist you with the following:

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

The handbook consists of instructional content, exercises for practices, and examples of writing.

**Ask A Librarian**

Do you need help?  
The librarian is online.

[Chat Now](#) [No Thanks](#)

## SLO 3:

**JSCC Libraries**

[Research](#)

[Services](#)

[About](#)

[Help](#)

### Submit A Writing Assignment to the Writing Tutor

- Use this form to upload your writing assignment to a qualified JSCC Writing Tutor for review and comment.
- Your response will be delivered via the JSCC email address provided in this form.

Last Name (required)

First Name (required)

Your JSCC email address: (required)

Please provide the course name and number for your writing assignment. (required)

## SLO 3:

### Old Student Learning Outcome #3 (if applicable):

The student communicates a developed idea through a thesis statement; the student will then use specific supportive examples, facts, or details in coherent and cohesive body paragraphs.

### New Student Learning Outcome#3:

Students will write a cohesive and substantial essay featuring an introduction, body paragraphs, and conclusion that uses evidence to support the essay.

### Old Assessment Model (embedded questions on final exam, essay questions, etc.):

No change

### New Assessment Model:

**Assessment:** Rubric for assessment of an assignment; 70% of students will achieve satisfactory or above on the assessment.

Rubric	Excellent	Satisfactory	Unsatisfactory
Cohesive Essay Organization	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.	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.	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.

### Justification for Change (include data from previous assessment records):

Clarified and simplified wording for new 3-year cycle.

## SLO 3:

### ENR 098: Integrated Reading and Writing Class Section: 10731 (on campus for Fall 2022)

Instructor: Heather Wyatt

Student Hours: Mondays and Wednesdays 12:35-12:55, Tuesdays and Thursdays 10:45AM-11:25AM and 1:15PM-4:15PM, or by appointment

\*Those are just dedicated student hours. I will be available for appointment, email and instant messaging M-F, just contact me if you need anything.

Meeting Room: BDH 220  
Meeting Times: TR 9:00-10:40  
Office: BDH 212

Email: hwyatt1@jeffersonstate.edu  
Phone: 205-856-7815  
Website: Blackboard Course Site

### Course Description

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.

### Course Texts

Common Ground Integrated Reading and Writing

### Grading / Assessment \*

Participation Exercises (group work, rough draft, conferences, workshops, outlines, peer review sessions, etc)	200
Quizzes (5@20 Points Each)	100
Reading Response Paragraphs (4 @ 50 Points Each)	200
Argumentative Essay	200
Lab (completion)	200
Final Portfolio with Reflective Essay & Revision	100
<b>Total Points</b>	<b>1000</b>

\* Subject to adjustment as needed. I will announce any changes on Announcements tab and by email.

Hours: 4 institutional semester hours

### 4. GRADED MATERIALS:

- Compositions 320 points
  - Writing Exercise #1: Survival Plan (20)
  - Writing Exercise #2: Writing about Your Writing (30)
  - Writing Exercise #3: Writing about Another's Writing (30)
  - Writing Exercise #4: Quote Application (40)
  - Essay #1: Author's Choice (100 points)
  - Essay #2: Writing Philosophy (100 points)
- InQuizitive Exercises (23 exercises at 10 points each) 230 points
- Professionalism 150 points

2

ENR 098 Online

Fall 2022

- Syllabus Quiz & Using Microsoft Word Assignment (10 points)
  - Reading/Viewing/Listening Quizzes (7 quizzes at 10 points each=70 points)
  - Formative Drafts of Writing Exercises 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)
  - Final Exam 50 points
- Total Points in Course: 750 points**



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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:

- Identify helpful support techniques and methods used in conjunction with the ENG 101 class.
- Discuss the quality of support techniques and methods used in conjunction with the ENG 101 class.
- Score a passing grade in the paired ENG 101 class.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> Identify helpful support techniques and methods used in conjunction with the ENG 101 class.</p>	<p>Evaluation 1: Instructor provided <a href="#">questionnaire</a>.</p>	<p>Eval 1: 70% of students will identify support techniques as moderately to highly beneficial on the questionnaire scale.</p>	<p><u>Fall 2021-Summer 2022:</u>            Number of Students Assessed            91 Students assessed/16 sections</p> <p>69/91 students fulfilled this outcome. (75%)</p> <p><u>Yearly Campus Summary</u>            Number of Students Assessed            Shelby: 34/44 (77%)            Jefferson: 34/46 (73%)            Clanton: 1/1 (100%)</p>	<p>Last year, the department decided to assess ENG 099 separately from ENG 101. To assess, faculty gathered student feedback from a matching or similar instructor provided questionnaire, which revealed both areas of success and areas for development in student support techniques. (See sample responses <a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>.) Because this was the first year of assessment for this outcome, there is no data from the previous year to compare against this year’s results. For the upcoming academic year, the primary method of assessing these outcomes will continue to be this questionnaire, taken at the end of each semester.</p> <p>Instructors reflect their inclusion of these strategies through course descriptions and calendar schedules as seen in these examples: <a href="#">1</a>, <a href="#">2</a>, &amp; <a href="#">3</a>.</p>

<p><b>SLO 2:</b> Discuss the quality of support techniques and methods used in conjunction with the ENG 101 class.</p>	<p>Evaluation 2: Instructor provided questionnaire.</p>	<p>Eval 2: 70% of students will be able to discuss support techniques and how they applied to their own success in a positive manner.</p>	<p><u>Fall 2021-Summer 2022:</u>  Number of Students Assessed  91 Students assessed/16 sections   67/91 students fulfilled this outcome. (73%)   <u>Yearly Campus Summary</u>  Number of Students Assessed  Shelby: 32/44 (72%)  Jefferson: 34/46 (73%)  Clanton: 1/1 (100%)</p>	<p>For the 2021-2022 academic year, instructors used a variety of methods to aid in student progress including student feedback obtained from the instructor-provided questionnaire, as exemplified in these responses (<a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>) Because the department incorporated new ENG 099 SLOs for the 2021-2022 academic year, there are no past results to compare to this year’s performance. For the 2022-2023 academic year, instructors will incorporate opportunities for <a href="#">informal assessment</a> throughout the semester through conversation with students in a forum.</p> <p>Instructors reflect their inclusion of these strategies through course descriptions and calendar schedules as seen in these samples: Examples <a href="#">1</a>, <a href="#">2</a>, &amp; <a href="#">3</a>.</p>
<p><b>SLO 3:</b> Score a passing grade in the paired ENG 101 class.</p>	<p>Evaluation 3: ENG 101 <a href="#">pass rate</a> for co-requisite students.</p>	<p>Eval 3: 100% of students will pass the co-requisite ENG 101 course.</p>	<p><u>Fall 2021-Summer 2022:</u>  Number of Students Assessed  91 Students assessed/16 sections   68/91 students fulfilled this outcome. (74%)   <u>Yearly Campus Summary</u>  Number of Students Assessed  Shelby: 32/44 (72%)  Jefferson: 35/46 (76%)  Clanton: 1/1 (100%)</p>	<p>To assess this specific objective, the department sought a 90-100% pass rate (<a href="#">defined as a grade of A, B, or C</a>) for students in the co-requisite ENG 101 course. Instructors tracked ENG 101 grades through a <a href="#">shared reporting spreadsheet</a> . Although the department realizes grades are not the only factor of determining success, the <a href="#">stated purpose of ENG 099</a> is to help students succeed in completing ENG 101. For this reason, grade monitoring is appropriate to determining rates of meeting this SLO. Again, because this was the first academic year with the newly developed SLOs for ENG 099, there is no past data to compare results. For the upcoming academic year, instructors will compare grades in ENG 101 to the corequisite ENG 099 using a similar column in the ENG 099 gradebook</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by: Communications Department</b></p>	

## SLO 1:

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:						

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

## SLO 1 and 2:

- 5
- 5
- 5
- 5
- 5
- Extra Credit Work 5
- One On One time 5
- Additional tips on submitted work 5

I indeed think that I have become a better writer this semester. One reason is that I have gotten so much help from this class with feedback from my peers and my instructor. This semester I overcame some of my weaknesses within writing as far as repetitive words, misspelling, grammar and capitalization. Lastly I have become more confident in my writing, and I have learned a lot more about essays and everything that goes into them.

English 099 benefited me greatly in conjunction with English 101. English 099 benefited me by helping me be more prepared for what was to come in English 101. English 099 better prepared me as far as knowing how to outline my paper as well as how to format. The class also better prepared me for what was to come in English 101. An example would be when we were going over the book Fahrenheit 451. While going over the book English 099 help me prepare for my character essay, and for my other assignments. And lastly English 099 helped me get the best grades for my English 101 class.

- Additional time with instructor: N/A
- Additional targeted skill lectures: 5
- Additional targeted skill practice: 5
- Additional peer review activities: 5
- Additional use of technology\*: N/A

- Other\*:
- Other\*:
- Other\*:

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

### Short answer 1

Do you feel you've become a stronger writer this semester? Why or why not? What challenges have you had? Write 3-5 sentences.

I do feel like I am a stronger writer because of this class. I think the most challenging for me was learning the difference between the active voice and passive voice. I struggled with keeping my words in order and making sense.

### Short answer 2

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

My experience in ENG 099 was very educational. I also think it was extremely beneficial to me for my ENG 101 class. The way both classes flow together simultaneously made it easy for me to know the correct forms of writing. I also learned of my struggle of staying on point with my papers. For some reason, when I tell a story, I think I have to describe every little detail, but now I feel like I can tell the main parts of the story and keep it interesting for the reader without babbling on.

Final Exam

English 099 CRN 21302

- 4
- 3
- 5
- 3
- 5

1. Yes, I noticed some improvement. I'm a stronger and more confident writer. The option to redo the lesson allowed

for the chance to become more secure with the lessons.

2. After being out of school for more than 30 years this is the most I've had to use the skills I've learned.

The reinforcement has shown the proper way to convey my thoughts. I've been introduced to the many

layers of the English language. Learning my personal technique that allows words to flow, then to recheck and

decide if my thoughts need adjusting. If I learned nothing it is possible to learn if you apply yourself.



## SLO 1 and 2:

Week 14: November 14-18		I. Preliminary Draft 3: • Essay #3: Remix ◦ I will meet with each student to review their work on the Remix Project. You may choose to come to class or meet with me via Zoom.	November 7-13	• Locating and Understanding Scholarly Sources-11/8	Week 14	Any extra help with Research Paper, Strategies for Writing about Literature
Week 15: November 21-25	Thanksgiving Break	Classes will not meet this week in observance of Thanksgiving. Enjoy your break!	November 14-20	• Outline for Essay 4 (Due 11/20)	Week 15	THANKSGIVING WEEK NO CLASS!
Week 16: November 28-December 2	Final Exam Essay	I. Grade Workshop 3: • Essay #3: Remix Project ◦ During this workshop, I will talk with each student about their performance on Essay #3 and their work so far in the class.	November 21-27 (Thanksgiving Break)		Week 16	Reflection/Revision Practice Make sure to keep up with old papers!
			November 28-December 4	• Essay 4 Rough Draft (Due 11/30) • Peer Review FEEDBACK for Essay 4 (Due 12/4)		
			December 4-6	• Semester Reflection 12/6		Final Exam: Revision Essay with reflective questionnaire will be due by 3PM Monday, 12/12. You will revise a different essay from the one you choose to revise for 101.

## SLO 2:

### 6. EXPLANATION OF GRADED MATERIALS:

- **InQuizitive Work:** 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 "Course Calendar" document.
- **Preliminary Drafts:** For essays 1-3, you will be required to submit a preliminary draft of each essay. These drafts do not have to be finished drafts, but I do want to see significant effort sustained in the draft. These drafts are for feedback purposes. I will comment on them, and we will discuss the commentary in class.
- **Grading Workshops:** After essays 1-3 are graded, you will be required to meet with me about your grade and performance in the course. I will set up these meetings either during class time or virtually.

7. COURSE POLICIES: See 101 Course Syllabus for a refresher on my policies for Open Communication, Email/Messaging Etiquette, Other Student Responsibilities.

Week 8: October 3-7	SLO 1 & 2 Strategy	I. Discuss: • Essay #2: Annotated Bibliography Assignment Sheet • MLA 2. Grading Workshop 1: • Essay #1: Evaluation ◦ During this workshop, I will talk with each student about their performance on Essay #1 and their work so far in the class. 3. Complete by *Friday, October 7th at 11:59pm: • The following 4 <i>InQuizitive</i> exercises: ◦ "Finding Sources" ◦ "Evaluating Sources" ◦ "Fact-Checking Sources" ◦ "Incorporating Quotations"	September 26-October 2	• Essay 2 Rough Draft Self Evaluation (Due 9/27)	• Drafting Essay 2 Workshop-9/27
Week 9: October 10-14		I. Discuss: • MLA & Research 2. Research: • (If time allows) Annotated Bibliography Materials 3. Complete by *Friday, October 14th at 11:59pm: • The following 3 <i>InQuizitive</i> exercises: ◦ "Punctuating Quotations" ◦ "Integrating Sources" ◦ "Synthesizing Ideas" ◦ "Documenting Sources: MLA Style"	October 3-9		• Essay 2 Revision and Review-10/4
			UNIT 3 : Literary Criticism		
			October 10-16		• Midterm Reflection
			October 17-23	• Outline for Essay 3 (Due 10/23)	• Introduction to Critical Analysis-10/18

## SLO 3:

Week 13 - Discuss	Week 15 - Confer	Week 16 - Confer	Revision Total	Out of	%	Grade	in English 101
10	10	10	120	100	120.00%	A	C
0	0	0	90	100	90.00%	A	C
10	10	10	130	100	130.00%	A	C
10	10	10	130	130	100.00%		

**SLO 3:**  
**Grading**

Letter grades are assigned according to the following system for all courses for which students have registered except NUR, PTA, and RAD courses.

- A – Excellent (90-100)
- B – Good (80-89)
- C – Average (70-79)
- D – Poor (60-69)
- F – Failure (below 60)
- W – Withdrawal
- WP – Withdrawal Passing / Incomplete
- AU – Audit
- RW – Required Withdrawal

Satisfactory grades are "A", "B", and "C". Senior colleges and universities can refuse to grant credit for a course in which the student has received a grade of "D".

**SLO 3:**

SLO 3: Students will score a passing grade in the paired ENG 101 class.					
Instructor Name	Campus (JC, SC, CC, PC, OffCampus)	Instructional Format (Online, Traditional, Hybrid, Dual Enrollment)	CRN Number(s)	Student Success #	Total Students Assessed #
Fill in your name below	Use JC, SC, CC, PC, or OC for campus code. OC is a dual enrollment instructor off campus	Use OL, T, H, or DE for format code.	If you are assessing multiple sections of the same class, write all CRN numbers here separated by commas.	Use only a NUMBER in this column to represent # of students who succeeded.	Use only a NUMBER in this column to represent total number of students assessed.

## SLO 3:

### **English 099 / Introduction to College Writing Spring 2022**

Instructor:

Meeting Room:

Meeting Times:

Office:

Desk Hours:

Email:

Phone:

#### **Course Description**

ENG 099 serves as a one-hour support meeting (once a week) for students taking ENG 101 who have scores of 4 on ACCUPLACER, a score of 17 on the ACT, or a C average in English 12 from their high school with an overall high school GPA of 2.75. Students take this course in conjunction with their ENG 101 course under the same instructor.

This course places emphasis on providing students with additional academic and non-cognitive support with the goal of success in the students' paired ENG 101 class. The material covered or practiced in the ENG 099 course is complementary to and supportive of material taught in ENG 101 and the needs of the ENG 099 student.

#### **Class Activities**

Our meetings will provide extra practice and insight into activities in the corresponding English 101 course, with the goal of helping students succeed in 101. Students in 099 will listen to lectures; read assignments; participate in class discussions; plan, write, and revise compositions; participate in group and peer activities, writing workshops, and lab activities.



Program: Communications- ENG 101

Assessment period: 2021-22

**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 rhetorically based 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
<b>SLO 1:</b> Communicate a stance on a subject by writing a unified specific thesis for a rhetorically	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.	Eval 1: 70% of students’ essays meet a satisfactory level on the <a href="#">rubric</a> , and there is at least a 5%	<b>Fall 2021-Summer 2022:</b> Number of Students Assessed 2027 1 <sup>st</sup> Assessment and 1903 for Final Assessment Across 116 sections  1676/2027 (82%) students fulfilled this outcome for the first assessment.	Based on the data of the 2021 – 2022 academic year, we see at least 70% of students are meeting this objective. This result demonstrates a 9% increase in student achievement for this objective over the given period of time. Instructors used a variety of methods to aid students in

<p>based composition.</p>		<p>positive student achievement change from beginning to end paper assessed.</p>	<p>1734/1903 (91%) students fulfilled this outcome for the final assessment.</p> <p><b><u>Yearly Campus Summary</u></b>          Success Rate for Number of Students Assessed          Shelby:          1st Assessment: 627/784 (79%)          Final Assessment: 665/754 (88%)</p> <p>Jefferson:          1st Assessment: 151/194 (77%)          Final Assessment: 127/139 (91%)</p> <p>Clanton:          1st Assessment: 191/265 (72%)          Final Assessment: 196/232 (84%)</p> <p>Pell City :          1st Assessment: 36/48 (75%)          Final Assessment: 37/45 (82%)</p> <p>Dual Enrollment/Off-site:          1st Assessment: 671/736 (91%)          Final Assessment: 709/733 (96%)</p>	<p>achieving this objective. Instructors stressed the use of the <a href="#">English Lib Guides</a> and <a href="#">individual instructor Lib Guides</a> to direct student achievement. Moving forward into the 2022 – 2023 academic year, this current SLO will be replaced with the following as noted on the <a href="#">New SLO 1 Petition</a>: “Students will apply rhetorical strategies in an analysis-based composition that considers the rhetorical situation or the speaker, audience, and purpose through language and/or design strategies.” To achieve this outcome, the department recommends <a href="#">a low-stake audience analysis</a>, which is a process assignment used in preparation for a resulting essay. The department’s commitment to this exercise is demonstrated through these example syllabi entries: <a href="#">Example 1</a>, <a href="#">Example 2</a>, &amp; <a href="#">Example 3</a></p>
<p><b>SLO 2:</b>          Communicate details of a subject by writing an essay with a unified and clear organization for a</p>	<p>Evaluation 2: 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</p>	<p>Eval 2: 70% of students’ essays meet a satisfactory level on the <a href="#">rubric</a>, and there is at least a 5% positive student</p>	<p><b><u>Fall 2021-Summer 2022:</u></b>          Number of Students Assessed 2027 for 1<sup>st</sup> Assessment and 1903 for Final Assessment          Across a total of 116 sections</p> <p>1651/2027 (81%) students fulfilled this outcome for the first assessment.</p> <p>1717/1903 (90%) students fulfilled this outcome for the final assessment.</p>	<p>Based on the data of the 2021 – 2022 academic year, we see at least 70% of students are meeting this objective and the positive change in success at 9% overall shows students’ growth over the semester. Instructors used a variety of methods to aid students in achieving this objective. Instructors stressed the use of the <a href="#">English Lib Guides</a> and <a href="#">individual</a></p>

<p>rhetorically based composition.</p>	<p>both the beginning and end of the semester.</p>	<p>achievement change from beginning to end paper assessed.</p>	<p><b>Yearly Campus Summary</b>  Success Rate for Number of Students</p> <p>Shelby:  1st Assessment: 633/784 (80%)  Final Assessment: 661/754 (87%)</p> <p>Jefferson:  1st Assessment: 129/194 (66%)  Final Assessment: 121/139 (87%)</p> <p>Clanton:  1st Assessment: 193/265 (72%)  Final Assessment: 192/232 (82%)</p> <p>Pell City :  1st Assessment: 36/48 (75%)  Final Assessment: 37/45 (82%)</p> <p>Dual Enrollment/Off-site:  1st Assessment: 660/736 (89%)  Final Assessment: 706/733 (96%)</p>	<p><a href="#">Lib Guides</a> to direct student achievement. Moving forward into the 2022 – 2023 academic year, this current SLO will be replaced with the following as noted on the <a href="#">New SLO 2 Petition</a>: “Students will demonstrate composition organization by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion.” To achieve this outcome, the department recommends the inclusion <a href="#">either a peer or self-evaluation assignment</a> to help students critically evaluate organizational needs in a given composition. The department’s commitment to this exercise is demonstrated through these example syllabi: <a href="#">Example 1</a>, <a href="#">Example 2</a>, &amp; <a href="#">Example 3</a>.</p>
<p><b>SLO 3:</b> Locate, critically assess, and correctly integrate primary and secondary sources into a rhetorically based composition.</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.</p>	<p>Eval 3: 70% of students’ essays meet a satisfactory level on the <a href="#">rubric</a> for at least one composition using primary and secondary sources.</p>	<p><b>Fall 2021-Summer 2022:</b>  Number of Students Assessed  2027 for 1<sup>st</sup> Assessment and  1903 for Final Assessment  Across a total of 116 sections</p> <p>1602/2027 (79%) students fulfilled this outcome for the first assessment.  1691/1903 (88%) students fulfilled this outcome for the final assessment.</p>	<p>Based on the data of the 2021 – 2022 academic year, we see at least 70% of students are meeting this objective and are achieving an overall 9% growth rate. Instructors used a variety of methods to aid students in achieving this objective. Instructors stressed the use of <a href="#">A Writer’s Handbook</a> to direct student understanding of sources and citation. Moving forward into the 2022/2023 academic year, this current SLO will be replaced with the following as noted on the <a href="#">New</a></p>

			<p><b>Yearly Campus Summary</b> Success Rate for Number of Students</p> <p>Shelby: 1st Assessment: 606/784 (77%) Final Assessment: 651/754 (86%)</p> <p>Jefferson: 1st Assessment: 148/194 (76%) Final Assessment: 126/139 (90%)</p> <p>Clanton: 1st Assessment: 178/265 (67%) Final Assessment: 178/232 (76%)</p> <p>Pell City : 1st Assessment: 33/48 (68%) Final Assessment: 36/45 (80%)</p> <p>Dual Enrollment/Off-site: 1st Assessment: 637/736 (86%) Final Assessment: 700/733 (95%)</p>	<p><b>SLO 3 Petition:</b> “Students will locate, critically assess, and ethically integrate primary sources with secondary sources being optional.” Because students accessed <i>A Writer’s Handbook</i> a total of 22,267 times through the JSCC Library’s website during the 2021-2022 academic year, it is a proven source to direct and assess student achievement in this area; therefore, instructors will continue to stress the use of this resource along with the approved <a href="#">Easy Writer textbook</a>. Instructors will also create or revise source integration activities for the upcoming year to give students more practice in source use. The department’s commitment to these exercises is demonstrated through the following example syllabi: <a href="#">Example 1</a>, <a href="#">Example 2</a>, &amp; <a href="#">Example 3</a>.</p>
<b>Plan submission date:</b>			<b>Submitted by:</b> Communications Department	

## SLO 1: Rubric

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Sample Assessment Rubric for ENG 101 and ENG 102 Essays

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

## SLO 1: English Lib Guides

JSCC Libraries MyJSCC OneACCS Blackboard Staff Login

English

**English 101**

- [Search All Resources](#)
- [Textbooks and Learning Resources](#)
- [Reading Skills Review](#)
- [Writing Skills Review](#)
- [Process of Writing](#)
- [Social Issues and Viewpoints](#)
- [Literature Databases and Resources](#)

[English 102](#)

[English 099](#)

[Literature Courses](#)

[MLA Documentation](#)

[Research & Writing Skills Resources](#)

[Tutorials](#)

**Search All Resources**

Search everything [Suggest Materials or Resources](#) [How to Use the Library Website](#)

Search all library resources at once!

- [Advanced Search](#)  
Use this option to create an advanced search using multiple search terms or limiting to content type.

**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, reading critically, information literacy, ethnography, interviewing, argument, document design, and source integration.
- [Writing Spaces: Readings on Writing, Volume 3](#)



## SLO 1: Individual Instructor Lib Guides

The screenshot shows the JSCC Libraries website. On the left is a navigation menu with sections: Home, About the Libraries, Library Services, Research, College Services, and Quick Links. The main content area has a header 'Hours Between Summer and Fall Terms' with a notice about library closures from August 8th to 17th. Below that is a search section titled 'Subject Guides for Courses or Programs' with a dropdown menu for 'English' and a 'Go' button. The dropdown menu lists various English courses, with 'English 101 Caskey' highlighted. Other courses listed include English 099, English 101 Alex Lewis, English 101 Beard, English 101 Helena High School, English 101 Jamie King, English 101 Oak Mountain High School, and English 101 Rockett.

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## SLO 1: New SLO 1 Petition

### Old Student Learning Outcome #1 (if applicable):

Students will communicate a stance on a subject by writing a unified specific thesis for a rhetorically based composition.

### New Student Learning Outcome#1:

Students will apply rhetorical strategies in an analysis-based composition that considers the rhetorical situation of the speaker, audience, and purpose through language and/or design strategies.

### Old Assessment Model (embedded questions on final exam, essay questions, etc.):

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.

### New Assessment Model:

Written compositions at the beginning and the end of the course that implement strategic choices in language and/or design to address the specific rhetorical relationship among audience, speaker, and purpose. Evaluation criteria at proficiency level showing at least a 5% change in first versus last assessed composition.

	MASTERY	PROFICIENCY	DEVELOPING	BEGINNING
Rhetorical Strategy Application	The composition contains cohesive focus that thoroughly addresses the rhetorical situation.	The composition contains focus that logically addresses the rhetorical situation.	The composition contains focus that somewhat addresses the rhetorical situation.	The composition lacks cohesive focus in addressing the rhetorical situation.

### Justification for Change (include data from previous assessment records):

New 3-Year Cycle.

## SLO 1: Audience Analysis Assignment

### LOW-STAKES AUDIENCE ANALYSIS ASSIGNMENT

After completing the previous essay, you probably know quite a bit about that your target audience. The next essay is asking you to write directly for that same audience. You're trying to convince that audience that they should implement your solution. In order for us to really be convincing for that specific audience, we need to know how to appeal to them. So it's often useful to spend some time just analyzing the audience before we ever start drafting an essay. This short writing assignment will help you practice that. Follow the directions below:

**Directions:** Write a detailed character profile of your target audience. You should list out such things as follows:

1. What does the audience already know about the problem?
2. What does the audience not know about the problem?
3. What does the audience value? This means we're trying to determine what this audience cares about. This might not be anything related to the problem at all. But if we know what they value, we can look for possible connections later.
4. What are the audience's goals? This goes beyond values. This question asks us to identify what the audience wants to accomplish. Again, this may be unrelated to our specific problem, but if we can align our solution with the audience's goals, we can find common ground for problem-solving.

\*In order to answer these questions, you may need to research your audience further. Do not just guess at answers but use your knowledge and research to critically evaluate the audience

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## SLO 1: Syllabus Examples of Audience/Rhetorical Analysis Exercise

### M/W English 101 Course Schedule

W 9/7 Paper 1 Conferences	W 8/17	Syllabus and Course Schedule overview; Introduction to class
<b>Week 5</b>		
M 9/12 Paper 1 Conferences	M 8/22	Article analysis; Outlines; Reflections
W 9/14 Final Draft Paper 1 Due, Reflection Meetings, Introduce Paper 2, (as. 3 In Class 5 pts)	W 8/24	"Killings" discussion and questions; journaling
<b>Week 6</b>		
M 9/19 Ethos Work (as. 4 In Class 5 pts)	M 8/29	<i>I Love You, Now Die</i>
W 9/21 Logos Work (as. 5 In Class 5 pts)	W 8/31	<i>I Love You, Now Die</i> and <a href="#">questions</a> ; MLA Practice Worksheet
<b>Week 7</b>	M 9/5	<b>Holiday</b>
M 9/26 Pathos Work (as. 6 In Class 5 pts)	W 9/7	<i>White Bear</i> and discussion/questions
W 9/28 Ethos, Logos, Pathos Work (as. 7 In Class 5 pts)	M 9/12	<b>Essay 1 Assignment; Rhetorical Triangle; "The Lottery"</b>

Grading Scale	Assignments	Points Per Assignment
A = 90-100%	Essay 1 – Professional Communication ⇔	100 Points
B = 80-89%	Essay 2 – Rhetorical Analysis ⇔	100 Points
C = 70-79%	Essay 3 – Product Review ⇔	100 Points
D= 60-69%	Essay 4 – Ethical Argument ⇔	100 Points
F = 59% and below	Quizzes, Audience Analyses, Drafts, & Peer Reviews ⇔	3 - 5 points each
	Final Revision ⇔	10 Points

## SLO 2: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

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

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## SLO 2: English Lib Guides

The screenshot shows the JSCC Libraries website interface. At the top, there is a navigation bar with links for MyJSCC, OneACCS, Blackboard, and Staff Login. Below this, the 'English' section is highlighted. On the left, there is a sidebar menu for 'English 101' with options like 'Search All Resources', 'Textbooks and Learning Resources', 'Reading Skills Review', 'Writing Skills Review', 'Process of Writing', 'Social Issues and Viewpoints', and 'Literature Databases and Resources'. The main content area is titled 'Search All Resources' and includes a search bar with a 'Search' button. Below the search bar, there are links for 'Advanced Search' and a note about using multiple search terms. A section titled 'Textbooks and Learning Resources' lists 'Writing Spaces: Readings on Writing, Volume 1' and 'Volume 2', providing brief descriptions of their content.

## SLO 2: Individual Instructor Lib Guides

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[Return to SLO 2](#)  
[Return to SLO 3](#)

The screenshot shows the JSCC Libraries website interface. On the left, there is a 'Home' menu with links like 'Hours Between Summer and Fall Terms', 'Subject Guides for Courses or Programs', and 'Search Everything'. Below that is 'About the Libraries', 'Library Services', 'Research', and 'College Services'. A 'Quick Links' section includes 'ACT Practice Resources' and 'Alabama Virtual Library'. On the right, there is a section for 'Hours Between Summer and Fall Terms' with a notice about library closures from August 8th to 15th. Below that is a 'Subject Guides for Courses or Programs' section with a search dropdown menu. The dropdown menu is open, showing a list of subjects including 'English', 'Copyright and Fair Use', 'Core English Skills', 'Core Math and Science Skills', 'Criminal Justice & Law Enforcement', 'Culinary & Hospitality Institute', 'Cybersecurity', 'Economics', 'EMS/Paramedic', 'English', 'English 099', 'English 101 Alex Lewis', 'English 101 Beard', 'English 101 Caskey', 'English 101 Helena High School', 'English 101 Jamie King', 'English 101 Oak Mountain High School', and 'English 101 Rockett'. A 'Go' button is visible next to the dropdown.

## SLO 2: New SLO 2 Petition

### Old Student Learning Outcome #2 (if applicable):

Students will communicate details of a subject by writing an essay with a unified and clear organization for a rhetorically based composition.

### New Student Learning Outcome#2:

Students will demonstrate composition organization by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion.

### Old Assessment Model (embedded questions on final exam, essay questions, etc.):

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.

### New Assessment Model:

Keep current assessment model. Evaluation criteria at good/satisfactory level showing at least a 3% change in first versus last assessed composition.

	Thesis	Organization in Introduction, Body and Conclusion
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 entices 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.
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.
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

### Justification for Change (include data from previous assessment records):

New 3-Year Cycle.

## SLO 2: Peer or Self-Assessment Essay Assignment

### SAMPLE SELF-ASSESSMENT ESSAY

#### Reflection Essay

Throughout the semester, you have written essays, read works from Writing Spaces, and participated in discussions. For this essay, you will reflect on the work you have done in this class. Answer the following question: What have you learned from writing the essays, reading the works from Writing Spaces, and participating in the discussions?

Audience: Your intended audience/reader is your instructor. Although I am your audience, do NOT write about what you think about my teaching or the class.

Purpose: to write an essay where you reflect on your work in the class.

Length: 800 - 1,000 words and 5 paragraphs (i.e., introduction with the thesis as the last sentence, 3 body paragraphs, and a conclusion).

Sources: Use and cite in MLA style at least 1 of the following sources that we have read this semester to support your points: "Understanding Visual Rhetoric," "Backpacks vs. Briefcases," and "Reading Games."

Grading/Rubric: This essay is worth 100 points or 20% of your overall grade. For this essay, you will be graded for content, organization, MLA format, spelling, sentence structure, capitalization, quoting, etc.

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

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## SLO 2: Syllabus Examples of Peer/Self Review Assignments

W 10/12 Paper 2 Rough Draft Due/Paper 2 Peer Review

### Week 10

M 10/17 Paper 2 Conference Week

W 10/19 Paper 2 Conference Week

### Week 11

M 10/24 Final Draft Paper 2 Due, Reflection Meetings, Introduce Paper 3, (as. 9 In Class 5 pts)

W 10/26 Popular/Scholarly Sources, MLA in text citations/works cited (as. 10 In Class 5 pts)

Week 4 September 5 – 9

\*Sept. 5 – Labor Day Holiday  
Unit 2 Overview – See Unit 2 Folder for Task List  
Unit 2 Instructional Videos

Week 5 September 12 – 16

DUE: Audience Analysis Assignment  
Reading Selections TBA

Week 6 September 19 – 23

**Rough Draft and Peer Reviews for Essay 2**

Week 7 September 26 – 30

**DUE: Essay 2 Final Draft**  
Unit 3 Overview – See Unit 3 Folder for Task List  
Unit 3 Instructional Videos

W 10/12 Conferencing (Last names A-M); Checklists

M 10/17 Conferencing (Last names N-Z); Checklists

W 10/19 **Essay 2 Due**; Government Conspiracies; Age of Paranoia; Fairness Doctrine;  
Assign Essay 3

M 10/24 *Behind the Curve*

W 10/26 Lab

## SLO 3: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

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

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## SLO 3: Writer's Handbook

**JSCC Libraries**

[MyJSCC](#)
[OneACCS](#)
[Blackboard](#)
[Staff Login](#)

A Writer's Handbook

**Introduction**

[A Writer's Handbook](#)

Purpose & Audience

Introduction for Essays

Opening Sentences

Linking Sentences

Thesis

Finished Introduction

Body Paragraphs for Essays

Topic Sentences

Development

Conclusion Sentences

Conclusion Paragraphs for Essays

Essay Writing Organization: The Outline

Annotating Readings

Development Ideas for General, Rhetorical, and Literary Writing

General Writing Idea Development

Rhetorical and Visual Analysis Idea Development

Character Analysis Idea Development

Theme Analysis Idea Development

**A Writer's Handbook**

Welcome to A Writer's Handbook.

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

This handbook will assist you with the following:

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

The handbook consists of instructional content, exercises for practices, and examples of writing.

## SLO 3: New SLO 3 Petition

### **Old Student Learning Outcome #3 (if applicable):**

Students will locate, critically assess, and correctly integrate primary and secondary sources into a rhetorically based composition.

### **New Student Learning Outcome#3:**

Students will locate, critically assess, and ethically integrate primary sources into an essay, with secondary sources being optional.

### **Old Assessment Model (embedded questions on final exam, essay questions, etc.):**

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.

### **New Assessment Model:**

Composition with an ability to analyze a work or idea that involves primary sources, properly documented according to MLA standards. Evaluation criteria at good/satisfactory level of 70% of students achieving outcome.

Quotes/Source Usage	
Very Good /Above Average (exceeds standards)	Appropriately used material from 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)	Material used from primary and optional 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)	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.

### **Justification for Change (include data from previous assessment records):**

New 3-Year Cycle.

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## SLO 3: Easy Writer Textbook



June 2012

## SLO 3: Syllabus Examples of Source Integration Activities

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[Return to SLO 3](#)

### Course Description for English Composition I

This course provides instruction and practice in the writing of at least four extended compositions and the development of rhetorical strategies, analytical and critical reading skills, and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage and information literacy.

### Course Texts

- *Easy Writer*, 7<sup>th</sup> edition (with 2016 MLA), by Andrea Lunsford, ISBN: 978-1-319-36145-7 (Suggested)
- *I will assign you the readings that can be accessed online*

### Grading / Assessment \*

Essay 1 Memoir	100
Essay 2 Rhetorical Analysis	125
Essay 3 Research Essay	150
Journal (includes Essay 4 Reflection)	100
Outlines (3 @ 25 pts each)	75
Peer Reviews (3 @ 25 pts each)	75

### Week 11

M 10/24 Final Draft Paper 2 Due, Reflection Meetings, Introduce Paper 3, (as. 9 In Class 5 pts)

W 10/26 Popular/Scholarly Sources, MLA in text citations/works cited (as. 10 In Class 5 pts)

### Week 12

M 10/31 Research Work/Brainstorming

W 11/2 Quoting/Paraphrasing/Research Work (as. 11 In Class 5 pts)

### Week 13

M 11/7 Paper 3 Outline Due

W 11/9 Paper 3 Rough Draft Due/Paper 3 Peer Review

### Textbooks:

Lowe, Charles and Pavel Zemliansky. *Writing Spaces: Readings on Writing*, Open-Source Texts Accessed at [www.writingspaces.org](http://www.writingspaces.org)

*A Writer's Handbook*, Accessed at <https://library.jeffersonstate.edu/AWH/>

### Other Required Materials:

- Access to a computer for engaging all the online instruction, assignments, and support materials (This **cannot** all be done through the Blackboard Mobile App, a cell phone, nor a Chromebook)
- A PDF reader as well as audio and video capabilities on your computer. Most computers already have these installed.
- A Jefferson State email and access to the Internet for Blackboard, *Writing Spaces*, research, and other support materials. \*If you lose access to any of these things at any point in the semester, find an alternative way to get in touch with me immediately.





Program: Communications – ENG 102

Assessment period: 2021-22

**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
<b>SLO 1:</b> Communicate a stance on a subject by writing a unified specific	Evaluation 1: Essay with a thesis that carefully directs the ideas of the paper and accurately predicts the structure of the paper administered	Eval 1: 70% of students’ essays meet a satisfactory level on the <a href="#">rubric</a> , and	<b>Fall 2021-Summer 2022:</b> Number of Students Assessed 1383 for beginning assessment and 1333 for final assessment Across a total of 76 sections	Based on the data of the 2021 – 2022 academic year, at least 70% of students are meeting this objective with an overall 10% growth between beginning and end papers assessed. <a href="#">The English Lib Guide</a> and <a href="#">individual instructor</a>

<p>thesis for a literary based composition.</p>	<p>both at the beginning and the end of the course.</p>	<p>there is at least a 5% positive student achievement change from beginning to end paper assessed.</p>	<p>1129/1383 (81%) students fulfilled this outcome for the first assessment. 1215/1333 (91%) students fulfilled this outcome for the final assessment.</p> <p><b><u>Yearly Campus Summary</u></b> Success Rate for Number of Students Assessed Shelby: 407/553 (73%) 1st assessment &amp; 449/525 (85%) final assessment</p> <p>Jefferson: 68/85 (80%) 1st assessment &amp; 70/78 (89%) final assessment</p> <p>Clanton: 112/132 (84%) 1st assessment &amp; 106/121 (87%) final assessment</p> <p>Pell City: 44/55 (80%) 1st assessment &amp; 51/55 (92%) final assessment</p> <p>Dual Enrollment/Off-site: 498/558 (89%) 1st assessment 539/554 (97%) final assessment</p>	<p><a href="#">Lib Guides accessed</a> throughout the year created a cohesive space for students to use sources and materials. Moving forward into the 2022-2023 academic year, this current SLO will be replaced with the following noted in the <a href="#">New SLO 1 Petition</a>: “Students will develop a composition that demonstrates literary analysis strategies.” To achieve this outcome, the department recommends adding a <a href="#">low-stake literary analysis or journal activity</a> along with lecture discussion of <a href="#">sample essays or handouts</a> showcasing thorough discussion of genre, language, theme, characterization, and purpose of literary works. Instructors reflect their inclusion of these strategies through course descriptions and calendar schedules as seen in these examples: <a href="#">1</a>, <a href="#">2</a>, &amp; <a href="#">3</a>.</p>
<p><b>SLO 2:</b> Communicate details of a subject by writing an essay with a unified and</p>	<p>Evaluation 2: Essay that includes an introductory paragraph, body, and concluding paragraph. The essay will contain a thesis sentence, show unity in ideas, and reaffirm the</p>	<p>Eval 2: 70% of students’ essays meet a satisfactory level on the <a href="#">rubric</a>, and there is at</p>	<p><b><u>Fall 2021-Summer 2022:</u></b> Number of Students Assessed: 1383 for first assessment and 1333 for final assessment Across a total of 76 sections</p> <p>1118/1383 (80%) students fulfilled this outcome for the first assessment.</p>	<p>Based on the data of the 2021 – 2022 academic year, at least 70% of students are meeting this objective with a 9% positive change between beginning and end papers assessed. <a href="#">Individual instructor Lib Guides</a> were essential in providing direct material to students.</p>

<p>clear organization for a literary based analysis composition.</p>	<p>main points and tie the paper together. The assessment is given at both the beginning and end of the semester.</p>	<p>least a 5% positive student achievement change from beginning to end paper assessed.</p>	<p>1197/1333 (89%) students fulfilled this outcome for the final assessment.</p> <p><b><u>Yearly Campus Summary</u></b>  Success Rate for Number of Students Assessed</p> <p>Shelby:  400/553 (72%) 1st assessment &amp; 445/525 (84%) final assessment</p> <p>Jefferson:  71/85 (83%) 1st assessment &amp; 75/78 (96%) final assessment</p> <p>Clanton:  105/132 (79%) 1st assessment &amp; 108/121 (89%) final assessment</p> <p>Pell City:  45/55 (81%) 1st assessment &amp; 48/55 (87%) final assessment</p> <p>Dual Enrollment/Off-site:  496/558 (88%) 1st assessment &amp; 521/554 (94%) final assessment</p>	<p>Instructors also used <a href="#">draft feedback</a> from peers and instructors to help aid students in revising essays for clear organization. Moving forward into the 2022-2023 academic year, this current SLO will be replaced with the following noted in the <a href="#">New SLO 2 Petition</a>: “Students will demonstrate the organization of a literary-based argument by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion.” To achieve this outcome, the department recommends the inclusion either <a href="#">a peer or self-evaluation assignment</a> to help students critically evaluate organizational needs in a given composition. Instructors reflect their inclusion of these strategies through course descriptions and calendar schedules as seen in these examples: <a href="#">1</a>, <a href="#">2</a>, &amp; <a href="#">3</a>.</p>
<p><b>SLO 3:</b> Locate, critically assess, and correctly integrate primary and secondary sources into a literary based</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</p>	<p>Eval 3: 70% of students’ essays meet a satisfactory level on the <a href="#">rubric</a> for at least one composition using primary</p>	<p><b><u>Fall 2021-Summer 2022:</u></b>  Number of Students Assessed: 1383 for first assessment and 1333 for final assessment  Across a total 76 sections</p> <p>1056/1383 (76%) students fulfilled this outcome for the first assessment.  1162/1333 (87%) students fulfilled this outcome for the final assessment.</p>	<p>Based on the data of the 2021 – 2022 academic year, at least 70% of students are meeting this objective, with an 11% growth between beginning and end papers assessed. The JSCC Library <a href="#">Plagiarism Tutorial</a> helped students understand the ethics of using others’ words to support their own ideas. <a href="#">Research-specific class days</a></p>

analysis composition	according to MLA standards.	and secondary sources.	<p><b><u>Yearly Campus Summary</u></b>  Success Rate for Number of Students Assessed</p> <p>Shelby:  370/553 (66%) 1st assessment &amp;  424/525 (80%) final assessment</p> <p>Jefferson: 68/85 (80%) 1st assessment &amp;  78/78 (100%) final assessment</p> <p>Clanton: 109/132 (82%) 1st assessment &amp;  100/121 (82%) final assessment</p> <p>Pell City: 42/55 (76%) 1st assessment &amp;  48/55 (87%) final assessment</p> <p>Dual Enrollment/Off-site:  467/558 (83%) 1st assessment &amp;  512/554 (92%) final assessment</p>	and <a href="#">research-specific rubrics</a> guided students in their efforts to find and use sources. Moving forward into the 2022-2023 academic year, this current SLO will be replaced with the following noted on the New SLO 3 Petition: “ Students will apply basic reference and documentation skills of primary and secondary sources with an emphasis on ethical use.” A <i>Writer’s Handbook</i> , a helpful resource for writing and integrating sources, was used a total of 22,267 times through the JSCC Library’s website during the 2021-2022 academic year; it is therefore a proven source to use alongside the department’s approved text <a href="#">Easy Writer</a> to direct and assess student achievement in this area in the upcoming year. The department will also add primary and secondary resource integration activities to help students correctly use primary source for example and secondary source for support in their essays. Instructors reflect their inclusion of these strategies through course descriptions and calendar schedules as seen in these examples: <a href="#">1</a> , <a href="#">2</a> , & <a href="#">3</a> .
Plan submission date:			Submitted by: Communications Department	

## 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 <u>reader</u> , <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</u> , 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 <u>instance</u> 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 1: Lib Guide

JSCC Libraries

[MyJSCC](#) [OneACCS](#) [Blackboard](#) [Staff Login](#)

English

**English 101**

- [Search All Resources](#)
- [Textbooks and Learning Resources](#)
- [Reading Skills Review](#)
- [Writing Skills Review](#)
- [Process of Writing](#)
- [Social Issues and Viewpoints](#)
- [Literature Databases and Resources](#)

English 102 [↗](#)

English 099 [↗](#)

Literature Courses

MLA Documentation [↗](#)

Research & Writing Skills Resources

Tutorials

**Search All Resources**

Search everything [Suggest Materials or Resources](#) [How to Use the Library Website](#)

Search all library resources at once!

- [Advanced Search](#)  
Use this option to create an advanced search using multiple search terms or limiting to content type.

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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, reading critically, information literacy, ethnography, interviewing, argument, document design, and source integration.
- [Writing Spaces: Readings on Writing, Volume 3](#)

## SLO 1: Lib Guide Access

Guide ID	Guide Name	2021-08	2021-09	2021-10	2021-11	2021-12	2022-01	2022-02	2022-03	2022-04	2022-05	2022-06	2022-07	Total
842278	English 102	8	7	20	118	7	3	102	79	513	133	2	12	1004
1164309	English 102 Caskey	91	65	157	41	10	6	12	13	6	23	5	14	443
1147488	English 102 Cuevas	7	53	343	0	0	0	18	205	11	1	131	5	774
961825	English 102 King	5	1	3	0	4	0	1	3	2	0	0	1	20
1206357	English 102 Kitchens	0	0	0	0	0	24	173	38	135	5	0	1	376
1188879	English 102 Mathis Fall 2021	0	0	34	4	14	1	0	0	0	0	0	0	53
862647	English 102 Moreman	23	7	4	5	0	7	4	2	7	0	0	0	59
643247	English 102 Rockett	8	6	15	7	7	4	2	8	136	38	3	0	234
1013727	English 102 Tubbs	5	8	2	8	0	1	12	4	3	0	2	3	48
899178	English 102 Vernon	2	0	1	1	1	1	29	1	3	1	0	0	40

## SLO 1: New SLO 1 Petition

**Old Student Learning Outcome #1 (if applicable):** Students will communicate a stance on a subject by writing a unified specific thesis for a literary based analysis composition.

**New Student Learning Outcome #L:** Students will develop a composition that demonstrates literary analysis strategies.

**Old Assessment Model (embedded questions on final exam, essay questions, etc.):** 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 the beginning and the end of the semester.

**New Assessment Model:** Written compositions at the beginning and the end of the course that contain evidence-based interpretation of one or more literary texts. Evaluation criteria at 70% achievement rate at proficiency level, showing at least a 5% change in first versus last assessed composition.

	MASTERY	PROFICIENCY	DEVELOPING	BEGINNING
Evidence-Based Literary Interpretation	The composition contains cohesive focus that thoroughly illustrates understanding of genre, language, theme, characterization, and purpose of literary work(s)	The composition contains focus that logically addresses genre, language, theme, characterization, and purpose of literary work(s)	The composition contains focus that somewhat addresses genre, language, theme, characterization, and purpose of literary work(s).	The composition lacks cohesive focus in addressing many of the following: genre, language, theme, characterization, and purpose of literary work(s).

**Justification for Change (include data from previous assessment records):** New 3-Year Cycle.

## SLO 1: Low-stake Literary Analysis/Journal Activity

**Assignments:** Your final grade in this course will be determined by your performance on the following assignments. See Course Schedule for due dates. I have provided brief descriptions of each assignment category below. **I do not accept late assignments!**

Assignment Name	Point Value	Grade Percentage
Quizzes (x10)	50 (5 points each)	10%
Reading Responses (x5)	50 (10 points each)	10%
Explication Essay First Draft	50	10%
Explication Essay Second Draft	100	20%
Prospectus	100	20%
Research Essay First Draft	50	10%
Research Essay Second Draft	100	20%
<b>Total</b>	<b>500</b>	<b>100%</b>

Week	Assignment	Tasks
Week 5: September 12-16	<i>Sweeney Todd</i> SLO 1 Strategy— These handouts ask students to analyze as they read.	“Beggar Woman” / “Stephen Sondheim” 2. Complete by <b>*Friday, September 9th at 11:59pm:</b> <ul style="list-style-type: none"> <li>Quiz on Week 4 Materials</li> </ul> 1. Read: <ul style="list-style-type: none"> <li>“Guided Reading Handout: <i>Sweeney Todd</i>”                             <ul style="list-style-type: none"> <li>Complete this handout as you read the play.</li> </ul> </li> <li>Act I of Sondheim and Wheeler’s <i>Sweeney Todd</i></li> </ul> 2. Complete by <b>*Friday, September 16th at 11:59pm:</b> <ul style="list-style-type: none"> <li>Quiz on Week 5 Materials</li> </ul>
Week 6: September 19-23	<i>Sweeney Todd</i>	1. Read: <ul style="list-style-type: none"> <li>“Guided Reading Handout: <i>Sweeney Todd</i>”                             <ul style="list-style-type: none"> <li>Complete this handout as you read the play.</li> </ul> </li> <li>Act II of Sondheim and Wheeler’s <i>Sweeney Todd</i></li> </ul> 2. Discuss: <ul style="list-style-type: none"> <li>“<i>Sweeney Todd</i> Wrap-up”</li> </ul> 3. Complete by <b>*Friday, September 23rd at 11:59pm:</b> <ul style="list-style-type: none"> <li>Quiz on Week 6 Materials</li> </ul>

- W 9/7 Assign Essay 1; **Outline; Planning; Sample Essay**; Replika Share
- M 9/12 Lab
- W 9/14 Conferencing (Last Name A-M)
- M 9/19 Conferencing (Last Name N-Z)
- W 9/21 Essay 1 Due; Introduction to Affluenza; Ethan Couch

## SLO 1: Writer’s Handbook Literary Essay Examples

A Writer’s Handbook

Introduction Example Papers

Theory Analysis

Finding Research for Essays

Using the Library

Using Sources for Illustration or Support

Using Research for Essays

Writing About Research

MLA Handbook Summary for Citations

Final Thoughts on Essays

Literary Element Index

Appendix of Example Papers

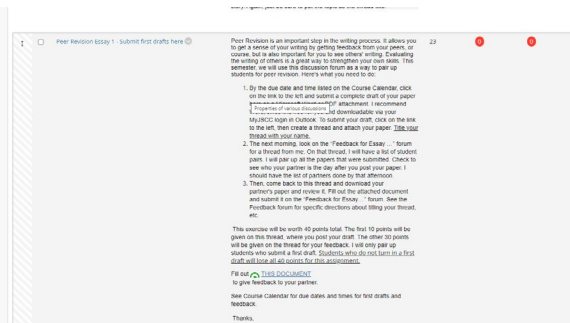
Example Papers

- Literary Character Evolution Essay
- Literary Theme Analysis 1
- Literary Theme Analysis 2
- Literary Contemporary Song Paired With Prose Reading Essay 1
- Literary Contemporary Song Paired With Prose Reading Essay 2
- Poetry Analysis Essay 1
- Poetry Analysis Essay 2
- Poetry Evaluation Essay
- Drama Analysis Essay 1
- Drama Analysis Essay 2
- Drama Analysis Essay 3
- Literature Analysis and Parallel Essay Example 1
- Literature Analysis and Parallel Example 2
- Literature Analysis and Parallel Example 3
- Literature Analysis and Parallel Essay Example 4

# SLO 1: Plans for Peer/Self-assessment Activities

Week 7: September 26-30	Sweeney Todd	1. Keep in Mind the Following: <ul style="list-style-type: none"> <li>Class time this week will be devoted to drafting.</li> <li>There will be a computer lab scheduled during your class time if you would like to draft on campus.</li> <li>If you would like me to review a copy of your draft, you must make an appointment to meet with me this week. Additionally, I must receive a copy of your draft 24 hours prior to your meeting.</li> <li>I will not take appointments for drafts after 1:00pm on Thursday, September 29th.</li> </ul>
Week 8: October 3-7	Coraline	2. Review: <ul style="list-style-type: none"> <li>"Essay #1: Reading Response" assignment sheet</li> </ul>
Week 9: October 10-14	Coraline	3. Consider This Additional Resource: <ul style="list-style-type: none"> <li>JSCC Virtual Writing Center</li> </ul>

W 10/12	Lab
M 10/17	Conferencing (Last Name A-M)
W 10/19	Conferencing (Last Name N-Z)
M 10/24	Essay 2 Due; The perils of Celebrity/Social Media Culture; <i>Jawline</i>
W 10/26	<i>Killing Us Softly</i> ; Subliminal Messaging and Product Placement
M 10/31	<i>The Social Dilemma</i>



# SLO 2: Rubric

Sample Assessment Rubric for ENG 101 and ENG 102 Essays

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



# SLO 2: Instructor Lib Guide

The screenshot shows the JSCC Libraries website interface. On the left, there are navigation menus for 'Home', 'About the Libraries', 'Library Services', 'Research', 'College Services', and 'Quick Links'. The 'Quick Links' section includes 'ACT Practice Resources', 'Alabama Virtual Library', 'College & Career Success', and 'JSCC Digital Museum'. The main content area features 'Hours Between Summer and Fall Terms', 'Subject Guides for Courses or Programs', and a search bar with a dropdown menu for 'Select a Resource Guide...'. The dropdown menu is open, showing a list of resource guides including 'English 101 Alex Lewis', 'English 101 Beard', 'English 101 Caskey', 'English 101 Helena High School', 'English 101 Jamie King', 'English 101 Oak Mountain High School', 'English 101 Rockett', 'English 101 Vestavia Hills High School', 'English 102', 'English 102 Caskey', 'English 102 Cuevas', 'English 102 King', 'English 102 Kitchens', 'English 102 Moreman', 'English 102 Rockett', 'English 102 Tubbs', 'English 102 Vernon', 'English 251 American Literature I', 'English 251 Caskey American Literature I', and 'English 251 Henderson'.

# SLO 2: Draft Feedback

This block contains a collage of handwritten notes and text excerpts. On the left, there are notes on 'Daddy' by Sylvia Plath, including a title 'The Journey from Oppression to Freedom: An Analysis of "Daddy" by Sylvia Plath' and several numbered points of feedback. The notes discuss the poem's structure, imagery, and the speaker's journey. In the center, there are notes on 'The Baker's Wife' by James Lapine, including a title 'The Baker of "A" or "Daddy"?' and a list of numbered points. The notes analyze the play's themes, characters, and the consequences of the Baker's wife's actions. On the right, there are notes on 'The Wizard of Oz' by L. Frank Baum, including a title 'The Wizard of Oz' and a list of numbered points. The notes discuss the play's themes, characters, and the consequences of the Wizard's actions. The notes are written in various colors and styles, including blue, red, and black ink, and include many underlines and arrows.

## SLO 2: New SLO 2 Petition

**Old Student Learning Outcome #2 (if applicable):** Students will communicate details of a subject by writing an essay with a unified and clear organization for a literary based analysis composition.

**New Student Learning Outcome#2:** Students will demonstrate the organization of a literary-based argument by writing an essay with a clear thesis, focused body paragraphs, and a relevant introduction and conclusion.

**Old Assessment Model (embedded questions on final exam, essay questions, etc.):** Essay includes 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.

**New Assessment Model:** Written compositions at the beginning and end of the semester that demonstrate the student's ability to carefully organize a literary argument through an effective thesis, body paragraphs that substantiate the thesis, and an introduction and conclusion that provide contextual information and restate the argument, respectively. Evaluation criteria at 70% achievement rate at good/satisfactory level, showing at least a 5% change in first versus last assessed composition.

	Thesis	Organization in Introduction, Body and Conclusion
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.
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.
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.

**Justification for Change (include data from previous assessment records):** New 3-year cycle.

## SLO 2: Peer or Self-evaluation Assignment

### SAMPLE SELF-ASSESSMENT ESSAY

#### Reflection Essay

Throughout the semester, you have written essays, read works from Writing Spaces, and participated in discussions. For this essay, you will reflect on the work you have done in this class. Answer the following question: What have you learned from writing the essays, reading the works from Writing Spaces, and participating in the discussions?

**Audience:** Your intended audience/reader is your instructor. Although I am your audience, do NOT write about what you think about my teaching or the class.

**Purpose:** to write an essay where you reflect on your work in the class.

**Length:** 800 - 1,000 words and 5 paragraphs (i.e., introduction with the thesis as the last sentence, 3 body paragraphs, and a conclusion).

**Sources:** Use and cite in MLA style at least 1 of the following sources that we have read this semester to support your points: "Understanding Visual Rhetoric," "Backpacks vs. Briefcases," and "Reading Games."

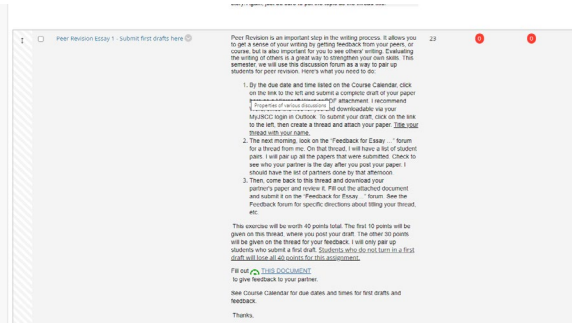
**Grading/Rubric:** This essay is worth 100 points or 20% of your overall grade. For this essay, you will be graded for content, organization, MLA format, spelling, sentence structure, capitalization, quoting, etc.

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

# SLO 2: Instructor Plans for Peer or Self-evaluation Assignment

ENG 102		Fall 2022
<b>Week 7:</b> September 26-30	<b>Sweeney Todd</b> SLO 2 Strategy—Instructor Workshops. Additionally, students receive a self-assessment checklist for each paper, and can have their work reviewed at the JSCC Virtual Writing Center.	1. Keep in Mind the Following: <ul style="list-style-type: none"> <li>Class time this week will be devoted to drafting.</li> <li>There will be a computer lab scheduled during your class time if you would like to draft on campus.</li> <li>If you would like me to review a copy of your draft, you must make an appointment to meet with me this week. Additionally, I must receive a copy of your draft 24 hours prior to your meeting.</li> <li>I will not take appointments for drafts after 1:00pm on Thursday, September 29th.</li> </ul> 2. Review: <ul style="list-style-type: none"> <li>"Essay #1: Reading Response" assignment sheet</li> </ul> 3. Consider This Additional Resource: <ul style="list-style-type: none"> <li>JSCC Virtual Writing Center</li> </ul> 4. Complete by <b>*Friday, September 30th at 11:59pm:</b> <ul style="list-style-type: none"> <li>Essay #1: Reading Response</li> </ul>
<b>Week 8:</b> October 3-7	<b>Coraline</b>	1. Read: <ul style="list-style-type: none"> <li>"Essay #2: Literary Analysis" assignment sheet</li> <li>"Guided Reading Handout: <i>Coraline</i>"                             <ul style="list-style-type: none"> <li>Complete this handout as you read the novel.</li> </ul> </li> <li>Chapters I-V of Gaiman's <i>Coraline</i></li> </ul> 2. Complete by <b>*Friday, October 7th at 11:59pm:</b> <ul style="list-style-type: none"> <li>Quiz on Week 8 Materials</li> </ul>
<b>Week 9:</b> October 10-14	<b>Coraline</b>	1. Review: <ul style="list-style-type: none"> <li>"Guided Reading Handout: <i>Coraline</i>"                             <ul style="list-style-type: none"> <li>Complete this handout as you read the novel.</li> </ul> </li> </ul>

W 10/12	Lab
M 10/17	Conferencing (Last Name A-M)
W 10/19	Conferencing (Last Name N-Z)
M 10/24	Essay 2 Due; The perils of Celebrity/Social Media Culture; <i>Jawline</i>
W 10/26	<i>Killing Us Softly</i> ; Subliminal Messaging and Product Placement
M 10/31	<i>The Social Dilemma</i>




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

## SLO 3: Plagiarism Tutorial


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### Plagiarism 2.0: Information Ethics in the Digital Age Full

## SLO 3: Research-specific Class Days

ENG 102 Class Calendar with Responsibilities and Due Dates

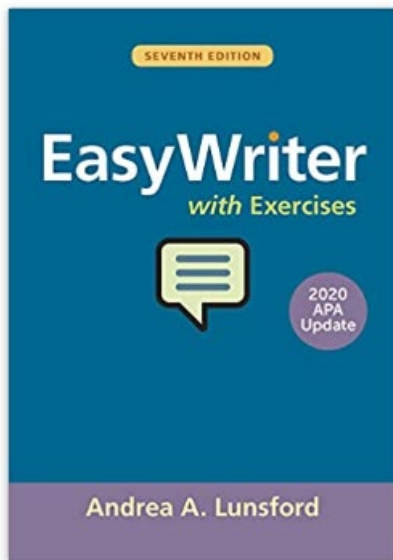
Week	Monday	Wednesday
#1 January 10-12	Syllabus, Sign-ups, Literature reading and writing notes, Trivia review Due: By End of Day January 14: Review Exam in Blackboard	Due: Have read "Character Analysis Idea Development," "Theme Analysis Idea Development," and "Theory Analysis" from <i>A Writer's Handbook</i> text Due By 4:00pm Friday, January 14: Review Exam in Blackboard (open since January 10) Writing About Literature Lecture
#2 January 17-19	JSCC Closed – MLK, Jr. Day	Due: Poetry Print Check; Have read "Literary Element Index – Poetry Elements" and "MLA Handbook Summary for Citations – Citation Examples" from <i>A Writer's Handbook</i> text Poetry Introduction, Elements, Analysis, Citation, and Example Papers Lecture
#3 January 24-26	Poetry Day Journal Work and Discussion Assign Poetry Individual Essay 1	Due: Draft/Plan Check 1 Working on outline and draft
#4 January 31- February 2	***Changed Day Information*** Draft work on Poetry Essay	Due: ALL Students 7:45am Essay 1; Novel Purchase or Print Check Due: Have read "Literary Element Index – Poetry Elements" and "MLA Handbook Summary for Citations – Citation Examples" from <i>A Writer's Handbook</i> text *Writing Tutoring Center submission last chance -Short Story/Novel Introduction, Citation, and Example Papers Lecture -Pre-Reading Novel Discussion and Movie Selection Viewing Novel Journal Preparation
#5 February 7-9	Due: Have <u>the</u> <i>Labyrinth: The Novelization</i> read Novel Quiz Novel Group Work	Overall Novel Discussion Assign Novel Individual Essay 2 Fill in Essay Plan
#6 February 14-16	Room 201 Finding Library Sources	Library Source Collection Day and Drafting Day – Bring Your Own Computer or Use JSCC Computer Lab Computers. All meet in Room 201.
#7 February 21-23	Due: Draft Check 2 and Review	Due: Drama Purchase or Print Check; Have read "Literary Element Index – Drama Elements" and "MLA Handbook Summary for Citations – Citation Examples" from <i>A Writer's Handbook</i> text *Writing Tutoring Center submission last chance Drama Introduction, Terminology, Citation, and Example Papers Lecture

## SLO 3: Research-specific Rubric

Writing With Source Use Rubric  
Literary Research, Analysis, or Argument

Expectations	Purpose/Focus (10)	Elaboration of Evidence (40)	Organizational Structure (20)	Source Integration (20)	Language, Professionalism (10)
<b>Exceeds</b> (20% of points)	*Controlling idea that is focused, clearly stated and strongly maintained *Main idea is framed within context of topic *Essay prompt is specifically addressed	*Response has thorough and convincing support including facts, evidence, or narrative details *Response has substantial depth that is specific and relevant *Effective illustration of ideas	*Response has a clear and effective organizational structure creating unity and completeness *Clear coherence and smooth progression and transition in ideas *Strong connection throughout the essay	*Source is effective, appropriate, and interesting support *Source is correctly integrated in a variety of methods *Source is cited perfectly in-text and on WC page *Source is specifically and effectively explained in context	*Response clearly and effectively expresses ideas using precise language *Effective use of sensory, concrete, and figurative language appropriate for audience/purpose *Concise and correct use of standard grammar and mechanics *Follows directions precisely
<b>Meets</b> (50% of points)	*Focus is clear, and for the most part maintained *Some content is provided *Essay prompt is addressed	*Response provides adequate support which may include facts, evidence, or narrative details *Response has depth that is specific and relevant *Adequate illustration of ideas	*Response has an evident organizational structure though some loosely connected ideas *Adequate use of transitional strategies *Adequate progression of ideas	*Source is effective and appropriate support *Source is correctly integrated in a variety of methods *Source is cited in-text and on WC page *Source is effectively explained in context	*Response adequately expresses idea using a mix of precise and general language *Adequate use of sensory, concrete, and figurative language generally appropriate for audience *Some variety in sentence structure and correct use of standard grammar and mechanics *Follows directions precisely
<b>Progressing</b> (30% of points)	*Response may be clearly focused on the main idea, but insufficiently sustained *Controlling idea unclear or unfocused *May stray from essay prompt	*Response provides inappropriate or insufficient examples, reasons, or narrative details *Details and support are not specific *Elaborative techniques not used	*Response has an inconsistent organizational structure and flaws may interrupt unity *Little variety in transitions and uneven progression of ideas *Weak connection between ideas	*Source is mostly appropriate support *Source is correctly integrated but implicitly *Source has some issues with in-text or WC page citation *Source is simplistically explained or weakly connected	*Response expresses ideas unevenly using simplistic language *Partial or ineffective use of sensory, concrete, or figurative language *Lack of sentence variety, and many errors in grammar *Follows directions mostly
<b>Not Met</b> (10% of points)	*Response has little or no focus or is too general or ambiguous *May be very brief *May not address the essay prompt	*Response provides little or no evidence or details to support the main idea *Minimal elaboration *Irrelevant details	*Response provides little to no organizational structure *No transitional strategies are evident *Demonstrates problems with coherence and unity	*Source is inappropriate *Source has no integration *Source is incorrectly cited *Source has no connection to context *May be plagiarized	*Response lacks clarity and connection to audience, and includes vague and confusing use of language *Limited vocabulary, and incorrect word choice and grammar errors *Directions not followed

## SLO 3: Easy Writer



## SLO 3: Primary and Secondary Source Integration Activity Examples

ENG 102		Fall 2022	
Week 10: October 17-23	Discuss essay feedback process. Explication Essay first draft due.	<ul style="list-style-type: none"> <li>Explication Essay first draft</li> </ul>	<b>Writing About Literature</b>  <b>SLO 3 Strategy</b>  <b>1. Read:</b> <ul style="list-style-type: none"> <li>UNC Writing Center's Article:                             <ul style="list-style-type: none"> <li>Literature (Fiction)</li> </ul> </li> <li>Texas AM's University Writing Center's Article:                             <ul style="list-style-type: none"> <li>Analyzing Plays</li> </ul> </li> </ul> <b>2. Review:</b> <ul style="list-style-type: none"> <li>MLA Documentation                             <ul style="list-style-type: none"> <li>The Purdue OWL website lists several example Works Cited entries from books, periodicals, electronic sources, and other common sources. Use the menu on the left side to explore MLA resources.</li> <li>The MLA &amp; Plagiarism folder located in the Tutorials &amp; Other Resources page in the Blackboard menu offers further resources as well.</li> </ul> </li> </ul> <b>3. Complete by *Friday, September 2nd at 11:59pm:</b> <ul style="list-style-type: none"> <li>Quiz on Week 3 Materials</li> </ul>
Week 11: October 24-30	Tennessee Williams: <i>A Streetcar Named Desire</i>	<ul style="list-style-type: none"> <li>Quiz 9</li> <li>Quiz 10</li> </ul>	
Week 12: Oct. 31-Nov. 6	Research Essay guidelines posted. <b>Review research techniques.</b>	<ul style="list-style-type: none"> <li>Prospectus</li> <li>Explication Essay second draft</li> </ul>	
Week 13: November 7-13	Article discussion (readings to be determined)	<ul style="list-style-type: none"> <li>Reading Response 5</li> </ul>	
Week 14: November 14-20	Drafting week	<ul style="list-style-type: none"> <li>Research Essay first draft</li> </ul>	
Week 15: November 21-27	<b>Thanksgiving Break: No class</b>		<b>Week 4:</b> September 5-9  <b>Sweeney Todd</b>  <b>1. Read:</b> <ul style="list-style-type: none"> <li>"Essay #1: Reading Responses" assignment sheet</li> <li>PBS's Information on <i>Sweeney Todd</i>.</li> </ul>

**Prospectus:** The prospectus is intended as a formal research proposal for your final project. You will write approximately one page that provides a description of your project and a summary of your research goals along with a list of sources for your research project in proper MLA format.

**Research Essay (2 drafts required):** The final project is an analytical essay that utilizes academic research. We will read a longer literary work in week 6, and you will write a 4-6-page essay that analyzes and contextualizes your interpretation of this work within the field of literary research. This project will undergo two rounds of drafting with feedback provided after the first round.



# 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
<b>SLO 1:</b> Critically examine characteristics of literary periods, cultural conditions of	Evaluation 1: Through <a href="#">exam questions</a> , students will recognize and/or	Eval 1: 70% of students will demonstrate a satisfactory level	<b>Fall 2021-Summer 2022:</b> Number of Students Assessed 619 Students assessed/24 sections	Students were successful in utilizing the <a href="#">pre-reading questions</a> and either reading the textbook background materials or <a href="#">library sources</a> for

<p>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.</p>	<p>discuss the following:  Characteristics of the literary periods;  Cultural conditions of the writers and times;  Historical forces;  Philosophical movements; and Key terms for genres of literature and literary movements.</p> <p>Sample Exam Questions (Questions vary by instructor.)</p>	<p>of achievement using an instructor provided <a href="#">rubric</a>.</p>	<p>573/619 students fulfilled this outcome. (92%)</p> <p><b><u>Yearly Campus Summary</u></b>  Number of Students Assessed  Shelby: 300/313 (95%)  Jefferson: 161/181 (88%)  Clanton: 73/82 (89%)  Pell City: 14/17 (82%)</p>	<p>background information. These sources helped set the literary, historical, and cultural landscape foundation for students. Since academic year 2021-2022 ended a 3-year assessment cycle, new SLOs were created. Instructors liked this SLO but felt it covered too much material. Therefore, the SLO was divided into two separate outcomes. <a href="#">New SLO 1</a> focuses on the contextual background of the literature and <a href="#">New SLO 2</a> focuses on the key terminology for genre and literary movement. <a href="#">New rubrics</a> were created for assessing each new SLO. A new instructional strategy is to reinforce the concepts students read for background through new lecture materials <a href="#">context</a> and <a href="#">terminology</a>.</p>
<p><b>SLO 2:</b> 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</p>	<p>Evaluation 2: In their <a href="#">essays*</a>, 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;</p>	<p>Eval 2: 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar <a href="#">rubric</a>.</p>	<p><b><u>Fall 2021-Summer 2022:</u></b>  Number of Students Assessed  596 Students assessed/24 sections</p> <p>513/596 students fulfilled this outcome. (86%)</p> <p><b><u>Yearly Campus Summary</u></b>  Number of Students Assessed  Shelby: 269/299 (89%)  Jefferson: 147/176 (83%)  Clanton: 35/53 (66%)  Pell City: 15/17 (88%)</p>	<p>Many instructors have worked with the library to create and use class specific <a href="#">library guides</a>. These guides provide access to database articles and other sources and are an effective <a href="#">tool</a> for research and using secondary sources. Current SLO #2 was also divided into two separate SLOs to use beginning AY 2022-2023. <a href="#">New SLO #3</a> focuses on primary source use and integration, and new <a href="#">SLO #4</a> deals with secondary source use and integration. Again, <a href="#">new rubrics</a> were created for the revised SLOs. Instructors will also add more</p>



<p>clearly and correctly integrating supporting primary evidence and valid secondary sources.</p>	<p>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>*Prompts vary by instructor.</p>			<p><a href="#">scaffolding assignments</a> to provide students multiple opportunities to practices using provided sources and using the library guides to locate sources on their own for their culminating research essays.</p> <p>Example <a href="#">Essay</a> Introduction</p>
<p><b>Plan Submission Date:</b></p>			<p><b>Submitted By: Communications Department</b></p>	

## SLO 1: Sample Exam Questions

Question In the beginning of the agrarian society in American, what was the landowner's first labor of choice ?

Answer African slaves

Indentured servants

Sharecropping

Tenant Farmers

Question A evil intelligence determined on its own supremacy is how O'Connor defines

Answer A. the antagonist of the story

B. educated people

C. the church

D. the devil

Question What is the purpose of the epigraph to "The Love Song of J. Alfred Prufrock"?

Answer To show that Eliot was well read and knew foreign languages.

To indicate how confused the character of J. Alfred Prufrock is.

To provide a sense of hopefulness to readers as they begin the poem.

To indicate that Prufrock is speaking to us only because he feels like no one will listen to what he has to say anyway.

## SLO 1: Sample Rubric

	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: Pre-reading Questions

### Essential Questions: Religion

Enabled: Statistics Tracking

#### Essential Questions

In module 1 we will cover texts by six authors writing over a 230-year period from 1630 to 1860. Please note that the writers we are studying in no way represents all of the writers dealing with religion and religious topics during this time period. I've simply selected a sampling of authors and texts for the course. Also, while on the surface these writers are not a diverse group, they do represent quite a diversity of views about God, religion, and mankind's place in the universe.

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

The Essential Questions for Module 1 are:


1. How is mankind's relationship to God portrayed in the work? How is mankind's relationship to the universe portrayed?
2. What is the author's attitude toward the world? Toward fate? Toward God?
3. What is the author's conception of good and evil?
4. What does the work say about the nature of good or evil?
5. What does the work say about human nature?

## SLO 1: Contextual Background Article

### THE DOCTRINE OF WEANED AFFECTIONS: IN SEARCH OF SPIRITUAL MILK



[4643] Anonymous, Detail of the left panel of the Peter and Mary Tufts Stone, Malden, Massachusetts (1702), courtesy of Wesleyan University.

One of the most important theological doctrines for many Puritans is what has been called the "doctrine of [weaned affections](#) .

This doctrine holds that individuals must learn to wean themselves from earthly attachments and instead make spiritual matters their priority. Obviously, inappropriate earthly attachments included material possessions such as one's home, furniture, clothing, and valuables. But the doctrine of weaned affections could also proscribe things that we do not usually think of as incompatible with spirituality, such as a love of natural beauty, a dedication to secular learning, or even an intense devotion to one's spouse, children, or grandchildren. According to orthodox Puritan theology, anything tied to this world—even relationships with family members—should be secondary to God. While the idea of weaned affections may have been emotionally practical given the seventeenth century's high mortality rates, it was still a difficult doctrine to live by. Mary Rowlandson's bitterness about being separated from her home, family, and domestic comforts attests to the power these attachments held for her, even though she insists that she welcomes and has been purified by God's testing of her spiritual commitment. Anne Bradstreet's vivid poetic evocations of her love for her family and her home also offer evidence of the tensions created by the doctrine of weaned affections. Her reflections on her relationships with nature, her husband, her children, her grandchildren, and even her house are poignantly balanced by her reminders to herself that her affections belong elsewhere.

Implicit in the language of "weaned affections" is the imagery of breastfeeding, nursing, and weaning. In fact, Puritan ministers frequently employed breast and breastfeeding imagery in their sermons and poetry, appropriating this female bodily function as a metaphor for proper spiritual nourishment and dependence upon God. In the Puritans' symbolic understanding, the Bible was spiritual milk, and the minister was the breast at which his congregation suckled. Male ministers were comfortable figuring themselves as feminine "breasts" because the metaphor granted them a kind of spiritual, parental authority as vessels for God's word and providers of sustenance for their congregants. The Peter and Mary Tufts gravestone (Malden, Massachusetts, 1702) exemplifies the willingness of Puritan men to appropriate breast imagery to spiritual ends, featuring an obviously male, mustached figure with breasts.

## SLO 1: New SLO 1 and SLO 2

### New SLO 1:

- Students will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in American literature during the period of Inception-1865.

### New SLO 2:

- Students will correlate key terms related to the genres and literary movements in American literature during the period of Inception-1865.

## SLO 1: New Assessment Rubrics for SLO 1 and SLO 2

### New Assessment Rubrics SLO 1 and SLO 2

**New SLO #1:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in American literature during the period of Inception-1865.

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment:
- Sample Evaluation Rubric for New SLO #1



Excellent	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements; 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, and philosophical movements; 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, and philosophical movements; or less than 70% of exam questions correct

**New SLO #2:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to correlate key terms related to the genres and literary movements in American literature during the period of Inception-1865.


- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #2

Excellent	Thorough ability to correlate key terms related to the genres and literary movements; or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to correlate key terms related to the genres and literary movements; or at least 70% of exam questions correct
Unsatisfactory	Inability to correlate key terms related to the genres and literary movements; or less than 70% of exam questions correct

## SLO 1: Context Materials

<p><b>“An American Genius”</b></p> <ul style="list-style-type: none"><li>• Perceptive renderings of New England History</li><li>• Vivid characterization</li><li>• Psychological acuity</li></ul>	<p><b>Deliberately Ambiguous</b></p> <p>Refuses to “Stick a pin through a butterfly” by imposing a single moral on his works.</p> 	<p><b>Germ of Evil</b></p> <ul style="list-style-type: none"><li>• Entered humans and took hold.</li><li>• Strength of the germ determined by the degree the divine spark of God was allowed to flame.</li><li>• Brighter the flame, the less evil.</li></ul> 
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## SLO 1: Relevant Terminology

<p><b>The Slave Narrative</b></p> <ul style="list-style-type: none"><li>• Recounted the personal experiences of escaped slaves</li><li>• Essential part of the anti-slavery movement.</li><li>• Drew on Biblical allusion and imagery, the rhetoric of abolitionism, the traditions of the captivity narrative, and the spiritual autobiography</li><li>• Some of these narratives bore a “frame” or preface attesting to their authenticity and to the sufferings described within.</li></ul>	 <p><b>Testimonials, Prefaces, &amp; Introductions</b></p> <p>Written either by a white abolitionist friend of the narrator or by a white editor/author responsible for the text</p> <p>The reader is told that the narrative is a “plain, unvarnished tale” and that naught “has been set down in malice, nothing exaggerated, nothing drawn from the imagination”—indeed, the tale, it is claimed, understates the horrors of slavery.</p>
<p><b>Unique Characteristics of Jacob’s Narrative</b></p> <ul style="list-style-type: none"><li>• Focus on experiences of women</li><li>• Treatment of sexual exploitation</li><li>• Emphasis on family life and maternal values</li><li>• Appeal to audience of white female readers</li></ul> 	<p><b>Sentimental Literary Forms</b></p> <ul style="list-style-type: none"><li>• Popular literary style with women</li><li>• Seduction novels and domestic fiction</li><li>• Jacob’s tries to maintain her virtue</li><li>• Celebrates family relationships and domestic ideals.</li><li>• Also problematizes 19<sup>th</sup> century notions of “proper womanhood” and how those ideals are based on economics and race</li><li>• Black women faced the impossibility of upholding standards of virginity and motherhood.</li></ul> 

# SLO 2: Essay Prompt

## Literature<sup>1</sup> Research Project: LIT-O<sup>2</sup>

### OVERVIEW

You will use **Thinglink** 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.)

### TASKS

To complete this project, you will

- 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.

- Build an argument that clearly and concisely explores a significant relationship among your chosen "texts."
- Analyze and contextualize each "text" in its historical, cultural, or philosophical background as it relates to the theme, utilizing evidence from primary and credible secondary sources to support the claims made in the thesis.
- Document all primary and secondary sources effectively and legally.
- Demonstrate at a satisfactory level the writing skills from this course
- Create a **Thinglink** project of relevant media with explanations that enhance the presentation and demonstrate connections among ideas.

### DEFINING TEXTS

For the project, you will identify and trace a specific theme through a text from our reading list, a popular culture text from your lifetime, and a current issue or event in society today.

Literary Text	any single piece of literature from our course reading list
Pop Culture Text	a song, TV show or episode, movie, web series, video game, book, comic, advertisement, radio, or podcast that has been produced in your lifetime.
Current Event or Issue	a news story, trending topic, phenomenon, or person, etc. It should be something from recent history that you find is still relevant.

### SECONDARY SOURCES & MEDIA

To enhance the analysis of your literary text, pop culture text, and current event or issue (which are your primary sources), you will also include appropriate secondary sources. You will use

- 2 scholarly sources from the **JSCC** library to enhance your discussion of the literary text (See the library guide posted in Blackboard.)

- 1 or more source(s) from the web to enhance your analysis of the pop culture text (think interview, review, lyric site, etc.)
- 1 or more source(s) to enhance your discussion of your current event or issue (a reputable news article).

You must use proper methods (**MLA**) for including quotations and citations from both primary and secondary sources, including Works Cited entries.

**Types of Media**  
You will need at least four diverse multimedia pieces with appropriate citations for your project.

Media Examples: images, videos, graphics, music files, etc.

### Requirements for Media Use

- You will select one image for the background of your **Thinglink** that encompasses the overall theme of your project.
- Within your icons on **Thinglink**, you will include at least four examples of media to accompany the discussion of your theme and the texts.
- Each piece of media will be accompanied by an explanation of the media that demonstrates its connection to the theme.
- Use at least two different types of media in the discussion (not all images or not all videos)

### HOW TO APPROACH

One way to approach this project is to complete the written part as you would a traditional multi-paragraph writing assignment. You will most likely have an introduction paragraph, a 1-2 paragraph literary analysis, and at least a 1 paragraph discussion **each** of the pop culture text and the current event or issue, and a conclusion, plus additional shorter paragraphs explaining your media. After you finish the writing, you are ready to build the **Thinglink**.

**Thinglink** is available for free. No other software or program is acceptable for this assignment.

### PROJECT ORGANIZATION

A recommended organization of the material in **Thinglink** is as follows:

- Title icon (include the title of the project and your name).
- Theme Statement and Observation on the theme (like your introductory paragraph) that begins with the universal theme statement, its significance to American culture, introduction of the texts, and ends with the thesis statement (The **O** in **LIT-O**)<sup>1</sup>
- Icon for the Literary Analysis portion of the text from our reading list. (The **L** in **LIT-O**). Include additional icons for the media and explanations. Each media example should include a short paragraph explanation of its relevance to the topic.
- Icon for the Current Event or Issue portion (The **I** in **LIT-O**). Include additional icons for the media and explanations.
- Icon for the Pop Culture text portion (The **T** in **LIT-O**). Include additional icons for the media and explanations.
- Icon for the conclusion which sums up the importance of the theme in relation to the texts.
- Icon for the Works Cited Information (complete and correctly formatted MLA Works Cited entries) for all primary and secondary sources.
- NOTE:** The **I** and the **T** sections can be reversed in order if you wish.

### HELPFUL HINTS

- Do review the writing and reading skills we have covered in this course. All the videos, lessons, and assignments have prepared you for the writing and research tasks ahead of you. All paragraphs should be written using PIE format and follow the quotation sandwich method.
- Do review the Writing a Theme Statement lesson in Module 1 (see Assessment section of M1). The main paragraphs in the project will be theme statement

# SLO 2: Literature Essay Assessment Rubric

	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: Library Guide

### Subject Guides for Courses or Programs

Find library resources by subject for your course or program using the drop down menu below!

- English 251 American Literature I
- English 251 Caskey American Literature I
- English 251 Henderson
- English 251 Kitchens: American Literature I
- English 252 American Literature II
- English 252 Caskey American Literature II
- English 252 Henderson
- English 252 Hyde
- English 252 Kitchens
- English 261
- English 261 Rockett
- English 262: Research Assignment
- English 271
- English 272 Rockett Response & Research Papers
- English As A Second Language

[How to Use the Library Website](#)

[Complete](#)

## SLO 2: Research Tool

English 251 Henderson

**Resources for Authors and Works**

- Search All Resources
- Suggested Databases
- Anne Bradstreet
- William Cullen Bryant
- Emily Dickinson
- Frederick Douglass
- Ralph Waldo Emerson
- Nathaniel Hawthorne
- Harriet Jacobs
- Cotton Mather
- Henry David Thoreau

**Search All Resources**

Search everything  Suggest Materials or Resources

How to Use the Library Website

Search all library resources at once!

- **Advanced Search**  
Use this option to create an advanced search using multiple search terms or limiting to content type.

**Suggested Databases**

**Databases for Literary Criticism and Information on the Works**

- **America: History & Life with Full Text** [↗](#)  
This bibliographic database provides a robust source of information focusing on the history and life of the United States and Canada. It is an important bibliographic reference tool for students and scholars of U.S. and Canadian history. Citations and links to book and media reviews are added benefits to the America: History and Life database. It provides strong English-language journal coverage, balanced by an international perspective on topics and events. This includes English abstracts for articles published in a variety of languages.
- **Bloom's Literature** [↗](#)  
Bloom's Literature offers a comprehensive resource for the study of literature. The wide range of material in this award-winning database

**William Cullen Bryant**

- **Research Starter: William Cullen Bryant**  
Link out to a Research Starter on William Cullen Bryant.
- **Research Starter: Thanatopsis**  
Link out to a Research Starter on the poem.
- **Thanatopsis, Old and New**  
Johnson, Willis Fletcher. "Thanatopsis, Old and New." Poetry Criticism, edited by Lawrence J. Trudeau, vol. 189, Gale, 2017. Literature Resource Center, [http://link.galegroup.com/apps/doc/H1420123102/GLS?u=avl\\_jeff&sid=GLS&xid=71296e58](http://link.galegroup.com/apps/doc/H1420123102/GLS?u=avl_jeff&sid=GLS&xid=71296e58). Accessed 8 July 2019. Originally published in North American Review, vol. 224, no. 837, 1927, pp. 566-572.
- **"A Forest Hymn" Analysis**  
From Bloom's Literature
- **Research Starter: To a Waterfowl**  
Link out to a Research Starter on the poem.

## SLO 2: New SLO 3 and SLO 4

### New SLO 3:

- The student will review major works of prose, poetry, or drama in American literature during the period of Inception-1865 and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

### New SLO 4

- The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in American literature during the period of Inception-1865.

## SLO 2: New Assessment Rubrics for SLO 3 and SLO 4

### New Assessment Rubrics SLO 3 and SLO4

**New SLO #3:** In written assignments, students will reflect on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

- 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #3

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to reflect on a primary work of literature’s thematic and aesthetic context of its time and relate it to modern social and cultural movements	Ability to effectively integrate material from primary source 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 primary sources in illustrating historical significance and relation to contemporary society.	Primary Source material is <ul style="list-style-type: none"> <li>effective in providing good evidence to support key points within the overall argument.</li> <li>smoothly integrated into the paper with an excellent balance of material and discussion</li> <li>correctly documented within the paper through parenthetical citations and at the end through the works cited page.</li> </ul>
Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.	Good contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Most source material is <ul style="list-style-type: none"> <li>acceptable evidence in validating relevant and key points in the overall argument.</li> <li>acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion</li> <li>acceptably documented within the paper and at the end through the works cited page.</li> </ul>
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.	<ul style="list-style-type: none"> <li>Little to no real evidence provided by primary source(s)</li> <li>Citations predominantly incorrect or non-existent</li> <li>Works cited entries predominantly incorrect or nonexistent</li> </ul>

**New SLO #4:** In written assignments, students will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in American literature during the period of Inception-1865.

- 70% of students will demonstrate at least a “Satisfactory” level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #4

	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from secondary sources and to correctly document, using MLA style
Excellent	Demonstration of ability to locate excellent sources: <ul style="list-style-type: none"> <li>appropriate</li> <li>credible, authoritative</li> <li>relevant to the topic</li> <li>effective in presenting argument</li> </ul>	Source material is <ul style="list-style-type: none"> <li>-effective in providing good evidence to support key points within the overall argument.</li> <li>-smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion</li> <li>-correctly documented within the paper through parenthetical citations and at the end through the works cited page.</li> </ul>



## SLO 2: Scaffolding Assignments

### TASKS

To complete the assignment, do the following for **ONE** of the assigned texts in Module 1 that you read in Perusall.

1. Follow the process of stating the theme outlined in the videos until you have developed a complete sentence that presents a universally applicable perspective and does not contain specific plot points, character references or references to the text or author.
2. Create a double-spaced Word document and type the theme statement. **This statement will be separate from the paragraph, so skip a line between them. It should not be part of your paragraph.**
3. Underneath the theme statement, write a **single, detailed PIE paragraph** (just one) exploring how the work exhibits that theme. The topic sentence should include the author's full name and the title of the text in addition to the idea in the theme statement, which is the main idea of the paragraph.
4. In your paragraph, include a minimum of **two complete quotation sandwiches** with explanations from the literary text as evidence to support the theme. Double check the writing lessons for how to quote and cite properly for your text.

### CRITERIA FOR SUCCESS

The assignment is worth 40 points and will be graded according to the following rubric:

<b>General Theme Statement</b>	<b>5</b>
<ul style="list-style-type: none"><li>• A complete sentence that presents a perspective on life that applies universally and does not include specific plot points or character references. Digs deeper than a surface level or obvious statement. Theme is not "advicey" and uses original language (not cliches).</li></ul>	
<b>Argument Paragraph: Content</b>	<b>25</b>
<ul style="list-style-type: none"><li>• PIE Paragraph structure: States the main thesis (central claim) of your interpretation in the first sentence and supports thesis by presenting evidence from the text with analysis to add up to an interpretive conclusion about the text as a whole</li><li>• Two Quotation Sandwiches from the primary source: quotations are introduced and explained in relation to the argument; proper citation methods used.</li></ul>	

## SLO 2: New Research Essay

### Thinglink Multimedia Research Project

Enabled: Statistics Tracking

#### Overview

Module 4 is our final module and will focus exclusively on the Thinglink Multimedia Research Project. This project will serve two purposes. It will fulfill the state requirement of a research project, and will also serve as the culminating assignment in place of a final exam. Through this project, you will demonstrate all of the writing and reading skills we've implemented in this course. The project will focus heavily on your use of effective primary and secondary sources related to your topic. Your project will be completed using Thinglink, a free program available to you through Blackboard.

This project will combine a traditional research style paper enhanced with multimedia for your topic. The goal of this assignment is to create a detailed understanding of your topic that allows you to think deeply about the significance of a theme as seen 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. More details about this project can be found in the module.

#### Course Learning Objectives

CLO 1: Read, interpret, and evaluate prose, poetry, and drama.  
CLO 2: Relate the literature to its historic cultural and philosophical contexts.  
CLO 3: Interpret the thematic and the aesthetic significance of the assigned literary works.  
CLO 4: Analyze the assigned literature's contributions to ongoing cultural and philosophical movements.  
CLO 5: Apply literary scholarship to primary literary works.

#### Module Learning Objectives

- MLO 1: Develop a Theme Statement that demonstrates a universally applicable idea found among a chosen literary text, a pop culture "text," and a contemporary event.
- MLO 2: Build an argument that clearly and concisely explores a significant relationship among your chosen "texts."
- MLO 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.
- MLO 4: Demonstrate all skills from the writing lessons in the course (writing theme statements, PIE paragraphs, quotation sandwiches, introducing quotations, parenthetical citations, etc.).
- MLO 5: Locate relevant and effective secondary sources and document all sources effectively and legally using MLA format.
- MLO 6: Create a multimedia project arguing a thematic relation among texts and curating appropriate media to enhance the presentation and demonstrate connections among ideas.



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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
<b>SLO 1:</b> Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key terms for genres of	Evaluation 1: Through exam <a href="#">questions</a> , 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 made exams. A <a href="#">rubric</a> may be used to determine success levels.	<u>Fall 2021-Summer 2022:</u> Number of Students Assessed 320 Students assessed/12 sections  295/320 students fulfilled this outcome. (92%)  <u>Yearly Campus Summary</u> Number of Students Assessed	The prereading <a href="#">questions</a> or <a href="#">reading guides</a> that were implemented helped students make connections between the literature and its historical, cultural, and philosophical context, as well identify terminology related to the genres and literary movements. Students found these tools extremely helpful to their

<p>literature and literary movements in American literature during the period of 1865-Present.</p>	<p>terms for genres of literature and literary movements.</p> <p>Exam question, format, etc., may differ by instructor.</p>		<p>Shelby: 124/132 (93%)          Jefferson: 50/55 (90%)          Clanton: 41/46 (89%)          Pell City: 80/87 (91%)</p>	<p>understanding of the texts. The use of collaborative <a href="#">social annotation</a> sites such as Perusall was also effective in increasing students' engagement with the texts. <a href="#">Students cited</a> such activities as extremely beneficial. Because the 2021-2022 AY is the end of the 3-year cycle, the department has <a href="#">planned changes to this SLO</a>. The new outcome will split this all-encompassing outcome into two separate outcomes, one focusing on the contextual <a href="#">background</a> and one on the literary <a href="#">terminology</a> related to the genres and literary movements. Instructors will continue teaching the context and literary terminology through new lectures. The new assessment models will be objective/subjective exam questions using newly created <a href="#">rubrics</a> to evaluate each SLO separately.</p>
<p><b>SLO 2:</b> 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</p>	<p>Eval 2: 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar <a href="#">rubric</a>.</p>	<p><u>Fall 2021-Summer 2022:</u>          Number of Students Assessed          319 Students assessed/12 sections            267/319 students fulfilled this outcome. (83%)</p> <p><u>Yearly Campus Summary</u>          Number of Students Assessed          Shelby: 110/132 (83%)          Jefferson: 45/55 (81%)          Clanton: 32/45 (71%)          Pell City: 80/87 (91%)</p>	<p>Instructors included new lessons on how to use <a href="#">quotations</a> and on distinguishing between primary and secondary <a href="#">sources</a>. Although these strategies were effective, particularly in relation to students' use of primary sources, secondary sources remain an issue. Therefore, the department decided to divide SLO 2 into two separate SLOs. The <a href="#">new SLO 3</a> will only focus on use of primary source material to contextualize a work of literature and to support analysis of the thematic/aesthetic significance in their writing. The <a href="#">new SLO 4</a> will focus on finding and using <a href="#">secondary sources</a> to support the argument. Instructors created <a href="#">new rubrics</a> for each SLO to assess students' separate understanding of primary and secondary source use. An example new strategy is to include secondary source material in all writing assignments through</p>

	primary and secondary sources in MLA style.  <b><u>Example Prompt</u></b> (Prompts may vary by instructor.)			a <b><u>scaffolding process</u></b> from using an assigned secondary source to using the Library Guide to locate and correctly use additional secondary sources.
<b>Plan Submission Date:</b>			<b>Submitted By: Communications Department</b>	

## SLO 1:

Question Which of the following is a subset of Realism that focuses on features particular to a specific region and its folklore, history, customs, beliefs, and speech?

Answer  A. Local Color

B. Psychological Realism

C. Social Realism

D. Harlem Renaissance

Question As feminist ideas spread during the 1890s-1910s, the concept of \_\_\_\_\_ emerged which pushed for roles for women that could draw on their intelligence and non-domestic skills and talents.

Answer  A. The New Woman

B. The Free Woman

C. The Modern Woman

Question In a dystopian society, the illusion of a perfect society is maintained through

Answer  A. bureaucratic control

B. technological control

C. totalitarian control

D. All 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:



### Introduction to Social Class and Identity

We will consider the texts in this module through the thematic lens of social class and its relationship to identity. These works were written during the Local Color period, the Modernist Movement and the Postmodernist or Contemporary period. The genres represented here are short fiction and poetry (including one poem turned into a graphic story). While social class and identity is not the only thematic subject these works deal with, it is certainly a major one, and we must take that subject into account as we consider the works and their place in American literature, both when they were written and today. This approach focuses on man's relationship to others in society, politics, religion, and business. As you read, consider these essential questions. Remember that not every question necessarily applies to every text in the module. There are 17 questions for this module, so you'll have a lot to think about and choose from.

#### ESSENTIAL QUESTIONS

This approach focuses on man's relationship to others in society, politics, religion, and business.

1. What is the relationship between the characters and their society?
2. How do social forces shape the power relationships between groups or classes of people in the story? Who has the power, and who doesn't? Why?
3. How does the story reflect the Great American Dream?
4. How does the story reflect urban, rural, or suburban values?
5. What does the work say about economic or social power? Who has it and who doesn't?
6. Does the story address issues of economic exploitation? What role does money play?
7. How do economic conditions determine the direction of the characters' lives?
8. Does the work challenge or affirm the social order it depicts?
9. Can the protagonist's struggle be seen as symbolic of a larger class struggle?
10. How does the microcosm (small world) of the story reflect the macrocosm (large world) of the society in which it was composed?
11. How do the characters see themselves? How do others see them?
12. What factors shape our values and beliefs in our society?
13. What happens when belief systems of societies or individuals come into conflict?
14. How do individuals reconcile competing belief systems within a given society (e.g., moral beliefs conflicting with legal codes)?
15. What happens when a person's individual choices are in direct conflict with his/her society, what are the consequences?
16. What role or purpose does religion / spirituality serve in the society the story depicts?
17. In the face of adversity, what causes some individuals to prevail while others fail?

## SLO 1:

### Part One: Poetry

#### Marge Piercy

##### "Barbie Doll"

1. What does it mean for the "girlchild" to be "born as usual"?
2. What is the significance of the toys she is presented with? What do these toys reveal about society's expectations for her?
3. What is significant about the phrase "the magic of puberty" in line 5?
4. In lines 7-9, are these positive or negative characteristics? Are these masculine or feminine characteristics?
5. How does her apology (line 10) affect other people's view of her?
6. What do the words *coy*, *hearty*, and *wheedle* mean as they are used in the third stanza?
7. What does the simile "Her good nature wore out / like a fan belt" mean in lines 15-16?
8. What happens to the "girlchild"? Does she have plastic surgery? Does she literally mutilate herself? What is the result?
9. Why is her appearance in the casket significant? What is significant about the comment "Doesn't she look pretty?"
10. What is the meaning of the last two lines?

##### "What Are Big Girls Made Of?"

1. What does it mean the "the construction of a woman" is "retooled, refitted, and redesigned / every decade?"
2. Starting in line 8 and continuing to the end of the second stanza, what happened to Cecile? How is she different from the speaker? How does the speaker compare herself to Cecile?
3. What line or idea do you see repeated in the poem? Why is this idea important?
4. Why is the comparison between the women of the 18<sup>th</sup> century and the modern woman important to the meaning of the poem?
5. What does the line "It is not for male or female dogs / that poodles are clipped / to topiary hedges" mean? How does it relate to the poem's message?

## SLO 1:

### METHOD OF COURSE DELIVERY

1. This course is an internet course and is taught solely online with the aid of Blackboard. You will not be required to visit the campus.
2. The course is largely asynchronous, but I reserve the option to host synchronous class discussions and seminars periodically through the semester. These will be recorded.
3. Content is delivered in this class in six ways:
  - ✓ Reading: You are responsible for reading all the assigned literary texts and any articles posted in the class.
  - ✓ Text Annotation through Perusall – Annotating texts with your classmates will allow you to share your thinking and see the thoughts and understanding of others. I will also comment and interact with students through Perusall.

## SLO 1:

- Of all the tools we used this semester, I really felt like Perusall was the most helpful. In the case of confusing poems such as Robert Frost, it was always relieving to see what others said if I didn't understand a certain element of the poem. In addition, if there wasn't any commentary, I could always start some and then expect an answer from someone soon enough. This was my first time to use Perusall or anything like it, and I would highly recommend keeping it in this course for future students to use.
- Perusal, it was great. It is easy to navigate, search, make notes, and see what my classmates had to say about a particular assignment. I found myself looking for MM's comments each week. His/her insight was helpful.
- Out of all the tools we used throughout this course, I found the Perusall platform most effective in helping me learn the material. First, I love the Perusall platform because it held me accountable for getting my reading complete. Since each reading assignment required five thoughtful comments, this allowed me to read in sections and complete one comment each day. This was extremely helpful because I am an extremely slow reader, and this organized my goals throughout the week in order to get the assignment complete. Secondly, this platform was a helpful guide for completing other assignments. I found it very useful when we had to create our theme analysis for a piece of literature. This is because I was able to go back to my comments and read through ideas that I had found interesting. Using my comments as a reference, I was able to develop a theme statement without any difficulty. Lastly, I believe Perusall was an excellent way in which I could get to know other classmates. I enjoyed being able to see other people's perspectives and opinions throughout the reading assignments. Some of the pieces of literature were a little more difficult to understand, however having other people's comments really helped clear up some confusion about certain parts of the story.

## SLO 1:


### New SLO 1

- Student will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in American literature during the period of 1865-Present.

### New SLO 2

- The student will correlate key terms related to the genres and literary movements in American literature during the period of 1865-Present.

## SLO 1:



**Harlem Renaissance:  
A Subset of  
Modernism**

The Harlem Renaissance of the 1920s-1930s was an African American cultural, social and artistic movement based in Harlem. Known at the time as the New Negro Movement, it was considered to be a rebirth of African American arts.

## SLO 1:

### Local Color or Regionalism

Depicts a locality's very specific culture and characters

Focuses on features particular to a specific region

Folklore

History

Customs & Beliefs

Speech



# SLO 1:

## SLO #1

Excellent	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements; 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, and philosophical movements; 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, and philosophical movements; or less than 70% of exam questions correct

## SLO #2

Excellent	Thorough ability to correlate key terms related to the genres and literary movements; or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to correlate key terms related to the genres and literary movements; or at least 70% of exam questions correct
Unsatisfactory	Inability to correlate key terms related to the genres and literary movements; or less than 70% of exam questions correct

# SLO 2:

ENG 252 Module 4: Theme Analysis with Research

**TASKS**

To complete the assignment, do the following for your choice of ONE assigned text in Module 4.

- Follow the process of stating the theme outlined in the videos until you have revised to a complete sentence that presents a universally applicable perspective and does not contain specific plot points or character references.
- Create a double-spaced Word document and type the theme statement. **This statement will be separate from the paragraph, so skip a line between them. It should not be part of your paragraph.**
- Underneath the theme statement, write a **single, detailed PE paragraph** (just one) exploring how the work exhibits that theme. The topic sentence of the paragraph should include the author's full name and the title of the text in addition to the theme statement, which is the main idea of the paragraph.
- In your paragraph, include a minimum of **two complete quotation sandwiches** with explanations from the literary text as evidence to support the theme. Double check the writing lessons for how to quote and cite properly for your text.
- Using the Henderson ENG 252 Library Guide (on the course main menu in Bb), search for your text and read the article analysis posted for that text.
- Then, using the process outlined in the Library Orientation Video from the Main Menu in Blackboard, **search the database for an additional secondary source** that you can use in your paper. **This additional secondary source must come from the JCC Library.**
- Incorporate at least **one quotation from each secondary source (scholarly articles), complete with correct citation** in your paragraph.
- Create a Works Cited page that includes the correct entries for the primary source and both secondary sources in proper MLA format. **A Works Cited page is required.**
- Follow the conventions for Standard Academic Writing (double space, grammar, punctuation, spelling, capitalization), including introducing quotes, quoting from poetry (if applicable)

secondary sources, citing, and all skills in the Writing Review Module.

- Attach the file (upload it) on the Assignment page. **Do not type your assignment in the Write Submission box on Blackboard.** You may want to review the video for how to submit an assignment. Remember that **Page and Google Docs are not compatible** with Blackboard.
- All assignments will be checked through Safe Assign.

**CRITERIA FOR SUCCESS**

The assignment is worth 70 points and will be graded according to the following rubric:

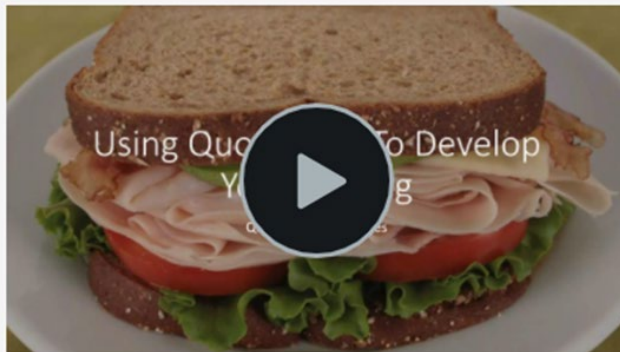
<b>General Theme Statement</b>	10
<ul style="list-style-type: none"> <li>A complete sentence that presents a perspective on one of the topic questions that applies universally and does not include specific plot points or character references.</li> <li>Dig deeper than a surface level or obvious statement.</li> <li>Theme is not "obvious" and uses original language (not cliché).</li> </ul>	10
<b>Argument Paragraph: Content</b>	35
<ul style="list-style-type: none"> <li>PE Paragraph structure: States the main thesis (central claim) of your interpretation in the first sentence and supports thesis by presenting evidence from the text with analysis to arrive at an interpretive conclusion about the text as a whole.</li> <li>Two Quotation Sandwiches from the primary source: quotations are introduced and explained in relation to the argument; proper citation methods used.</li> <li>One quotation from both scholarly articles from Library Guide that is introduced and explained in relation to the argument; uses proper citation methods.</li> </ul>	35
<b>Writing Skills reviewed in Writing Review Module</b>	5
Works Cited Page with correctly formulated MLA entries for all three sources (primary and secondary); secondary sources listed as directed from the Library Guide and the JCC database.	15
Follows assignment directions (text), completion, submission, Standard Academic Writing, SafeAssign	5

## 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:

Video #2: Quotation Sandwiches



Accessibility Options:



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:

### New SLO 3

- The student will review major works of prose, poetry, or drama in [American literature] during the period of 1865-Present and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

### New SLO 4

- The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in American literature during the period of 1865-Present.

## SLO 2:

### Ruci (pronounced roo-ki)



Worit

A Ruci is a furry, loveable character that reminds you to

- **R**ead your source first,
- **U**nderstand what the source is saying,
- **C**hoose the best parts of the source that illustrate secondary support ideas, and back up our argument
- **I**ntegrate quotes or paraphrases from the source into your writing.

Steps:

- Follow the Modified CRIT process to identify passages, check your understanding, and restate the idea.
- Integrate the source after your own ideas by introducing the source information, stating the source information, citing the source information, and explaining the source information



### CS-1



CS-1 is the character that reminds you to give **C**ontext to the **S**ource the **1st** time you use it in a paper.

- Even if you introduce a secondary source for the first time with the name of the author (Ex: "John Smith says, "..."), your audience does not know who John Smith is and why he's important enough to be quoted in your paper.
- To give context to a source the first time it is used, give the author or the article/book/source/context in your introduction to the quote.
- Examples:
  - John Smith, writer for *The New York Times*, says, "quote..."
  - In the article "Riding Down the River," author John Smith notes, "quote..."



### C<sup>3</sup>-P0



C<sup>3</sup>-P0 is the character who is always policing your source use. He reminds you that you must

- **C**ite source material within the text of your paper,
- **C**hoose only what is necessary from the source material so as not to overpower your own writing, and
- **C**orrectly input the works cited information in alphabetically ordered MLA citations.

He also reminds you that if you do not follow these 3 C's, or if you directly copy and paste material from sources without an attribution, this is plagiarism, and **P**lagiarism=**0**.



## SLO 2:

SLO 3	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to reflect on a primary work of literature's thematic and aesthetic context of its time and relate it to modern social and cultural movements	Ability to effectively integrate material from primary source 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 primary sources in illustrating historical significance and relation to contemporary society.	Primary Source material is <ul style="list-style-type: none"> <li>• effective in providing good evidence to support key points within the overall argument.</li> <li>• smoothly integrated into the paper with an excellent balance of material and discussion</li> <li>• correctly documented within the paper through parenthetical citations and at the end through the works cited page.</li> </ul>
Satisfactory	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.	Good contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Most source material is <ul style="list-style-type: none"> <li>• acceptable evidence in validating relevant and key points in the overall argument.</li> <li>• acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion</li> <li>• acceptably documented within the paper and at the end through the works cited page.</li> </ul>
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.	<ul style="list-style-type: none"> <li>• Little to no real evidence provided by primary source(s)</li> <li>• Citations predominantly incorrect or non-existent</li> <li>• Works cited entries predominantly incorrect or nonexistent</li> </ul>

SLO 4	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from secondary sources and to correctly document, using MLA style
Excellent	Demonstration of ability to locate excellent sources: <ul style="list-style-type: none"> <li>• appropriate</li> <li>• credible, authoritative</li> <li>• relevant to the topic</li> <li>• effective in presenting argument</li> </ul>	Source material is <ul style="list-style-type: none"> <li>• effective in providing good evidence to support key points within the overall argument.</li> <li>• smoothly integrated into the paper with an excellent balance of primary and secondary source material and discussion</li> <li>• correctly documented within the paper through parenthetical citations and at the end through the works cited page.</li> </ul>
Satisfactory	Demonstration of ability to locate satisfactory sources: <ul style="list-style-type: none"> <li>• Credible, authoritative</li> <li>• Relevant to topic</li> </ul>	Most source material is <ul style="list-style-type: none"> <li>• acceptable evidence in validating relevant and key points in the overall argument.</li> <li>• acceptably integrated into the text of the paper with a satisfactory balance between source material and discussion</li> <li>• acceptably documented within the paper and at the end.</li> </ul>
Unsatisfactory	Sources are unsatisfactory: <ul style="list-style-type: none"> <li>• No secondary sources</li> <li>• Secondary sources that are not authoritative, credible, or appropriate</li> <li>• Secondary sources are either not relevant or barely relevant to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no use of the secondary sources</li> <li>• Secondary-source material is not relevant or does not support the argument</li> <li>• Citations predominantly incorrect or non-existent</li> <li>• Works cited entries predominantly incorrect or nonexistent</li> </ul>

**SLO 2:**

<ul style="list-style-type: none"> <li>• Two Quotation Sandwiches from the primary source: quotations are introduced and explained in relation to the argument; proper citation methods used</li> </ul>	
<ul style="list-style-type: none"> <li>• Quotation from provided scholarly article that is introduced and explained in relation to the argument; uses proper citation methods.</li> </ul>	
<b>Writing Skills reviewed in Writing Review Module</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Demonstrates proficiency in writing of the skills in the Writing Review Module</li> </ul>	
<b>Follows assignment directions (texts, completion, submission, Standard Academic writing, Safe Assign; double spaced).</b>	<b>5</b>

CRITERIA FOR SUCCESS	
The assignment is worth 70 points and will be graded according to the following rubric:	
General Thesis Statement	10
<ul style="list-style-type: none"> <li>• A complete sentence that presents a perspective on one of the main questions that arose universally and does not include specific plot points or character references</li> <li>• Not deeper than a surface level or obvious statement</li> <li>• Theme is not "obvious" and uses original language (not cliché)</li> </ul>	
Argument Paragraph Content	35
<ul style="list-style-type: none"> <li>• PE Paragraph structure: States the main thesis (general claim) of your interpretation in the first sentence and supports thesis by presenting evidence from the text with analysis to add up to an interpretive conclusion about the text as a whole</li> <li>• Two Quotation Sandwiches from the primary source: quotations are introduced and explained in relation to the argument; proper citation methods used</li> </ul>	
<ul style="list-style-type: none"> <li>• One quotation from both scholarly articles from Library Guide that is introduced and explained in relation to the argument; uses proper citation methods</li> </ul>	
Writing Skills reviewed in Writing Review Module	5
Works Cited Page with correctly formulated MLA entries for all three sources (primary and secondary) secondary sources chosen as directed from the Library Guide and HCC database.	15
Follows assignment directions (texts, completion, submission, Standard Academic writing, Safe Assign)	5



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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 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 18<sup>th</sup> Century.
- Critically review major works of prose, poetry, or drama in British literature during the period of Inception-End of 18<sup>th</sup> 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
<b>SLO 1:</b> Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key	Evaluation 1: Through <a href="#">exam questions</a> , 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 <a href="#">assessment</a> .	<u>Fall 2021-Summer 2022:</u> Number of Students Assessed 97 Students assessed/5 sections  88/97 students fulfilled this outcome. (90%)	<b>Observations/Changes</b> Instructors used new pedagogical tools such as <a href="#">flow charts</a> , <a href="#">alternative/speculative versions of literature and poetry</a> , and <a href="#">creative writing assignments</a> to help engage students in entertaining ways of looking at literary periods, cultural conditions, philosophical moments, and key terms in British

<p>terms for genres of literature and literary movements in British literature during the period of Inception-End of 18<sup>th</sup> 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: 68/75 (90%)  Jefferson: 20/22 (90%)</p>	<p>literature. In order to further increase student success in this area, the SLO will be split into two specific, assessable learning outcomes as shown by the <a href="#">New SLO 1 and 2 Petition</a>. In the upcoming year, the department will meet the new SLO 1 by implementing a means of showing fictional vs. evidence based historical narratives to emphasize differences in eras and historical concepts. This will include a reading list showing fictional and historical works during same or different time periods. For New SLO 2, instructors will implement a <a href="#">documented list of genre specific terminology</a>, such as poetic terms in English Renaissance literature.</p>
<p><b>SLO 2:</b> Critically review major works of prose, poetry, or drama in British literature during the period of Inception-End of 18<sup>th</sup> 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 <a href="#">essays</a>, 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 <a href="#">rubric</a>.</p>	<p><u>Fall 2021-Summer 2022:</u>  Number of Students Assessed  98 Students assessed/5 sections   85/98 students fulfilled this outcome. (86%)</p> <p><u>Yearly Campus Summary</u>  Number of Students Assessed  Shelby: 67/75 (89%)  Jefferson: 18/23 (78%)</p>	<p><b>Observations/Changes:</b> Instructors used <a href="#">modeling research</a>, provided specific line-by-line <a href="#">outlines</a>, and utilized <a href="#">JSCC’s academic journals and databases</a>. Instructors also plan to use more <a href="#">process writing</a>, <a href="#">individual projects with real-life connections</a>, rough drafts, <a href="#">peer reviews</a>, conferencing, <a href="#">paper checklists</a>, and <a href="#">creative paper topic options</a>. To improve performance in this area, the SLO will be split into two specific, assessable learning outcomes as shown by the <a href="#">New SLO 3 and 4 Petition</a>. In the upcoming year, the department will implement <a href="#">annotation sheets</a> related to primary sources to aid students in the New SLO 3 and viewing example essays with source use explanation to aid students in the New SLO 4.</p>
<p><b>Plan Submission Date:</b></p>			<p><b>Submitted By: Communications Department</b></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 Abraham 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 left 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 danse 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?

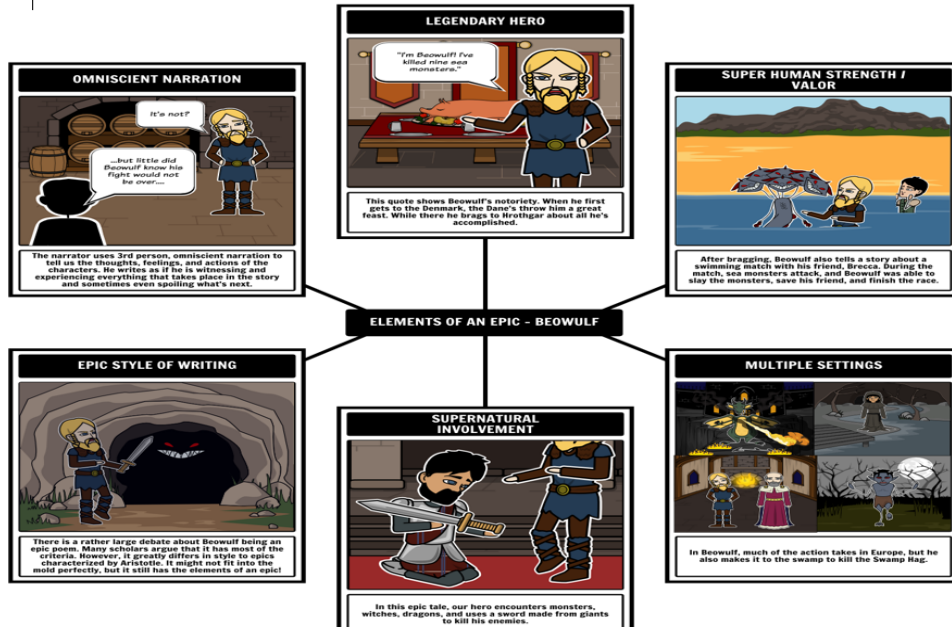
15. What is a liar's paradox? Where have we seen an example?

## 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:



# SLO 1:

## Sympathy for Grendel Activity

From *Grendel* by John Gardner

I touch the door with my fingertips and it bursts, for all its fire-forged bands—it jumps away like a terrified deer—and I plunge into the silent hearth-ill hall with a laugh that I wouldn't much care to wake up to myself. I trample the planks that a moment before protected the hall like a hand raised in horror to a terrified mouth (sheer poetry, ah!) and the broken hinges rattle like swords down the timbered walls. The Geats are stonies, and whether it's because they're numb with terror or stiff from too much mead, I cannot tell. I am swollen with excitement, biopodust and joy, and a strange fear that mingles in my chest like the twisting rage of a bonfire. I step onto the brightly shining floor and angrily advance on them. They're all asleep, the whole company! I can hardly believe my luck, and my wild heart laughs, but I let out no sound. Swiftly, softly, I will move from bed to bed and destroy them all, swallow every last man. I am blazing, half-crazy with joy. For pure, mad prank, I snatch a cloth from the nearest table and tie it around my neck to make a napkin. I delay no longer. I seize up a sleeping man, tear at him hungrily, bite through his bone-locks and suck hot, slippery blood. He goes down in huge morsels, head, chest, hips, legs, even the hands and feet. My face and arms are wet, matted. The napkin is sopping. The dark floor steams. I move on at once and I reach for another one (whispering, whispering, chewing the universe down to words), and I seize a wrist. A shock goes through me. Mistake!

It's a trick! His eyes are open, were open all the time, cold-bloodedly watching to see how I work. The eyes nail me now as his hand nails down my arm. I jump back without thinking (whispering wildly: jump back without thinking). Now he's out of his bed, his hand still closed like a dragon's jaws on mine. Nowhere on middle earth, I realize, have I encountered a grip like his. My whole arm's on fire, incredible, searing pain—it's as if his crushing fingers are charged like fangs with poison. I scream, facing him, grotesquely shaking hands—dear long-lost brother, kinsman—thane—and the timbered halls scream back at me. I feel the bones go, ground from their sockets, and I scream again. I am suddenly awake. The long pale dream, my history, falls away. The mead hall is alive, great cavernous belly, gold-adorned, bloodstained, howling back at me. It is by the flickering fire in the stranger's eyes. He has wings. Is it possible? And yet it's true: out of his shoulders come terrible fiery wings. I jerk my head, trying to drive out illusion. The world is what it is and always was. That's our hope, our chance. Yet even in times of catastrophe, we people it with tricks. Grendel, Grendel, hold fast to what is true!

Suddenly, darkness. My sanity has won. He's only a man. I can escape him. I plan. I feel the plan moving inside me like thaw-time waters rising between cliffs. When I'm ready I give a ferocious kick—but something's wrong. I am spinning—*Wal*—snatching at the huge twisted roots of an oak...a blinding flash of fire...no, darkness. I concentrate. I have fallen! Slipped on blood. He viciously twists my arm behind my back. By accident, it comes to me, I have given him a greater advantage. I could laugh. Woel! Woel!

And now something worse. He's whispering—spilling words like showers of sleet, his mouth three inches from my ear. I will not listen. I continue whispering. As long as I whisper myself, I need not hear. His syllables lick at me, chilly fire. His syllables lick at me, chilly fire. His syllables lick at me, chilly fire. His syllables lick...

**After You Read:** Thoughtfully answer the following questions on a separate sheet of paper.

1. How did this story affect your feelings about Grendel? Explain.
2. How does this selection portray Grendel's personality and motives? Consider his feelings, his shock upon encountering Beowulf, his confusion during and after the battle with Beowulf.
3. Why do you think Grendel insists that his death is an accident?
4. Grendel is told in first-person point of view. How is this point of view significant? Explain.

## 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 1:

### New SLO 1-2 Petition

#### Old Student Learning Outcome #1 (if applicable):

- 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, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

#### New Student Learning Outcome #1 and New Outcome #2:

- Student will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].
- The student will correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

#### New Assessment Model:

**New SLO #1:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #1

Excellence	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements, 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, and philosophical movements, 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, and philosophical movements, or less than 70% of exam questions correct

**New SLO #2:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #2

Excellence	Thorough ability to correlate key terms related to the genres and literary movements, or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to correlate key terms related to the genres and literary movements, or at least 70% of exam questions correct
Unsatisfactory	Inability to correlate key terms related to the genres and literary movements, or less than 70% of exam questions correct

#### Justification for Change (include data from previous assessment records)

- The original SLO presented a success rate over 80% during the cycle. This change is to split an all-encompassing SLO into two separate and more manageable learning outcomes. The Literature SLO committee determined the background context should be separated from the structural and literary terms related to the literature. The change will allow instructors to garner more specific data on areas which present difficulties for students.

## SLO 1:

### Genre specific terminology

• **Blank Verse\*:** Unrhymed iambic pentameter. All sonnets, Shakespearian plays and the King James version of the Bible are written in blank verse. Unrhymed iambic pentameter is said to closely mimic the cadences of natural speech. See below for more information on iambic pentameter.

• **End Rhyme:** Rhyme that occurs at the ends of verse lines. The nursery rhyme in “rhyme scheme” below is written with end rhyme.

• **iambic Pentameter\*:** A line of poetry that is ten syllables in length. The syllables follow a pattern in which an unstressed syllable is followed by a stressed one. The words “giraffe” and “destroy” are iambs. An iamb is two syllables, and “penta” means five, so five iambs in a row = iambic pentameter. A line of iambic pentameter bounces gently along (soft-hard-soft-hard-soft-hard-soft-hard-soft-hard). For example, when Romeo says, “O, she doth teach the torches to burn bright” (Romeo and Juliet, I.v.44), he is speaking in iambic pentameter. The following is an example of iambic pentameter (in this case, blank verse) from Hamlet: To tell the secrets of my prison-house,  
I could a tale unfold whose lightest word

Would harrow up thy soul, freeze thy young blood,  
Make thy two eyes like stars start from their spheres,  
Thy knotted and combined locks to part... (I.v.14-18)

• **Internal Rhyme:** When two or more words rhyme within the same line of poetry. For example, “Once upon a midnight dreary, while I pondered weak and weary” is an example of internal rhyme.

• **Metre (meter)\*:** The regular beat of a poem. There are different kinds of meters, depending on the syllable pattern in the line of poetry. Different syllable patterns, and different numbers of patterns, have different names. For example: dimeter, trimeter, tetrameter, pentameter, hexameter, heptameter, and octameter. (NT)

• **Tetrameter:** “Penta” means “five”, and “tetra” means “four.” So, if pentameter is five repeating patterns of syllables, tetrameter is four repeating patterns of syllables. Lines 1 and 3 in the “typical” ballad stanza are in tetrameter. (NT)

• **Trimeter:** “Tri” means “three”, so trimeter means three repeating patterns of syllables. Lines 2 and 4 in the ballad stanza above are in trimeter. (NT)

• **Refrain\*:** The chorus of a ballad, or a repeating set of words or lines, is the refrain of a poem. Refrains add to the musical quality of a poem and make them more song-like.

This is interesting because the ancestral origin of poetry was song.

• **Rhyme\*:** When sounds match at the end of lines of poetry, they rhyme (technically, it is end-rhyme). The examples below in “rhyme scheme” and “couplet” demonstrate this.

• **Rhyme Scheme\*:** The pattern of rhyme in a poem, indicated with letters of the alphabet. To decide on a rhyme scheme, you assign a letter of the alphabet to all rhyming words at the ends of lines of poetry, starting with the letter “a”. When you run out of one rhyme sound, you start with the next letter of the alphabet. For example, the following is an example of an aabb rhyme scheme (star, are, high, sky):

Twinkle, twinkle, little star  
How I wonder what you are

## SLO 2:

### Essay 1

This essay will be 3-4 pages in length and include at least two sources in addition to *Beowulf*. Direct quotes are needed from both the poem and your 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 three 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?
2. What purpose does the monster serve in the poem? |
3. Do Grendel and the dragon represent different kinds of evil?

## 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](http://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.

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### Research

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- 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 Research Services Q About Follow Us

**Guide List**

- A Writer's Handbook
- Accessibility
- ACS Review
- ACT Practice Resources
- AMA Citation Style
- American Literature I (English 201)
- American Literature II (English 202)
- Anatomy & Physiology for Nursing
- Anthropology
- APA Citation Style

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 webguide 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.

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! Go

**Test Preparation Resources Guide**

Follow the link above to 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.

Databases and Resources A to Z

- Library Policies
- Online Learning Readiness
- Library hours
- Recommend materials
- Video Orientation
- Learning Resources Committee
- Library Home
- Information Literacy
- Career Resources
- College Success

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:

### *The Canterbury Tales: Write Your Own Prologue*

#### **Introduction**

In *The Canterbury Tales*, Chaucer introduces the reader to various groups of people. From laborers, to religious men and women, to members of the aristocracy, his tales present an accurate description of humanity – not only from the medieval period, but also from today!

During the medieval period of England's history, there were certain professions that emerged in every village. Based on your skills and preferences, what would you have been well-suited to do in Chaucer's time? Which of his characters would you most likely have been?

#### **The Task**

Most of Chaucer's medieval travelers are identified by career. Your task is to join these travelers and introduce yourself by writing a section of the prologue about your character.

#### **The Process: Exploring the Web. Creating a Product**

Using the information you will gather below, role-play one of the characters in Chaucer's group. Write an introduction of yourself, what you do for a living, and indicate what has made you take this pilgrimage. This writing assignment should take the form of a 16-line verse in Chaucerian style.


- Complete the personality and skills test at <http://www.cmi-lmi.com/kingdomality.html> to determine which profession fits your skills. **In your notes, include three skills that this profession requires.**
- Research the role of your profession in the medieval time period. Consider his/her clothing, responsibilities, and role in the community. Use the following websites for your research:  
<http://www.members.tripod.com/~hkcarms/occ.html>  
[http://www.medieval-life.net/life\\_main.htm](http://www.medieval-life.net/life_main.htm)  
<http://www.castles-of-britain.com/castle32.htm>
- Using your "kingdomality" character and your research, prepare your prologue.
- Take a look at the sample on the back of the sheet for help.

#### **Assessment (100 points total)**

You will be graded on your ability to represent your character effectively in a stanza that:

- Includes at least 2 direct characterizations and 2 indirect characterizations <http://www.fictionfactor.com/guests/characterization.html> (20 points)
- Accurately reflects the chosen occupation (20 points)
- Includes personal experiences, events, and physical descriptions (20 points)
- Uses rhyming couplets (pairs of lines that rhyme) (20 points)
- Is 16 (or more) lines (20 points)

## SLO 2:



Name: \_\_\_\_\_

### Beowulf's JOB INTERVIEW

1. Hrothgar: **What about our company interests you?**  
Beowulf: \_\_\_\_\_
2. Hrothgar: **What specific skills can you bring to better the company?**  
Beowulf: \_\_\_\_\_
3. Hrothgar: \_\_\_\_\_  
Beowulf: \_\_\_\_\_
4. Hrothgar: \_\_\_\_\_  
Beowulf: \_\_\_\_\_
5. Hrothgar: \_\_\_\_\_  
Beowulf: \_\_\_\_\_


**Directions:** Read Beowulf's famous self-introduction beginning with the lines "Hail thou, Hrothgar! I am Higelac's kinsman..."

After reading:

Real-world connections

### SECRET SYMBOLISM

Cultures all over the world have stories about dragons. Since there has never been a scientific discovery of a real dragon, this means that cultures probably used dragons as symbols. This is true for Beowulf. In fact, there are several secret symbols hidden throughout the entire story. Write symbolism is personal to the reader. Let's look at an example from Nobel Prize winning author Toni Morrison. Read: "[Morrison speaks of war, poetry](#)" by Joe Kilian Staff Writer of News and Record.



Toni Morrison's secret sword symbol

Summarize Morrison's insight here:

My secret symbol

Find a secret symbol from the dragon scene and give your insight here.

## SLO 2:

<p>Writer's name: _____</p> <p>Reviewer's name: _____</p> <p><b>Peer Review</b></p> <p><b>Reviewing:</b> 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.</p> <p><b>Revising:</b> Consider the comments you receive. You do not need to make all (or any) recommended changes, but you need to consider them.</p> <p><b>Resubmitting:</b> Next class you'll submit your revised essay. I expect to see you using some of the suggestions given to you during peer review.</p> <ol style="list-style-type: none"> <li>1. <b>Argument:</b> Does the essay have a thesis, an overall point?             <p style="margin-left: 20px;">How do you know this? In your own words, write down what you think it is. If it needs work, explain.</p> </li> <li>2. <b>Support and Analysis:</b> What is the single piece of evidence that most convinces you that the author is correct?             <p style="margin-left: 20px;">To what extent does the analysis of the evidence convince you? Why?</p> <p style="margin-left: 20px;">Where in the essay are you least convinced by the author's argument or point? Why?</p> <p style="margin-left: 20px;">What could be done to improve this part of the essay?</p> <p style="margin-left: 20px;">What additional analysis and interpretation of selected passages would strengthen the argument?</p> <p style="margin-left: 20px;">Does the paper carry through its main argument?</p> </li> </ol>	<p>Where does the paper do the best job sticking to its argument?</p> <p>Where in the paper is the connection to the thesis least clear?</p> <ol style="list-style-type: none"> <li>3. <b>Organization:</b> How well is the paper sequenced?             <p style="margin-left: 20px;">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.</p> <p style="margin-left: 20px;">Add any transitions that would make the organization smoother.</p> </li> <li>4. <b>Completeness:</b> 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.</li> <li>5. <b>Clarity:</b> Mark what you consider the clearest sentence and the most confusing sentence in the paper.</li> <li>6. <b>Proofreading:</b> Mark on the paper any suggested changes in phrasing, syntax, grammar, punctuation or spelling.</li> <li>7. <b>Overall:</b> What single change would make the most improvement in this essay? What grade would you give this essay? Why?</li> </ol>
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## 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.



## SLO 2:

### Old Student Learning Outcome #2 (if applicable):

- Students will critically review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)] 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 primary evidence and valid secondary sources.

### New Student Learning Outcome #3 and New Outcome #4:

- The student will review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)] and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.
- The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

### New Assessment Model:

New SLO #3: In written assignments, students will reflect on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #3

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work using the literary terms correctly	Ability to reflect on a primary work of literature's thematic and aesthetic content of its time and relate it to modern social and cultural movements	Ability to effectively integrate material from primary source and to correctly document, using M.L.A. style.
Excellent	Thorough ability to interpret and discuss facts found within at three aspects of historical, cultural, and philosophical purposes.	Excellent contextualization of primary source in illustrating historical significance and relation to contemporary society.	Primary Source material is effectively providing good evidence to support key points within the overall argument - smoothly integrated into the paper with an excellent balance of 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 purposes.	Good contextualization of primary source in illustrating historical significance and relation to contemporary society.	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 through the works cited page.
Unsatisfactory	Misunderstanding of the work(s). No clarity of historical, cultural, or philosophical context.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.	-Little to no real evidence provided by primary source(s) -Citations predominantly incorrect or incomplete -Works cited entries predominantly incorrect or incomplete

New SLO #4: In written assignments, students will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #4

	Ability to locate relevant and effective secondary sources	Ability to effectively integrate secondary sources into the overall argument
Excellent	Demonstrates ability to locate relevant secondary sources. Cites, summarizes, and documents in the text. Effectively integrating relevant	Secondary source material is effectively 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	Demonstrates ability to locate secondary sources. Cites, summarizes, and documents in the text.	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	Strains for secondary sources that are not authoritative, credible, or appropriate. Cites, summarizes, and documents in the text.	-Little to no use of the secondary source(s) -Secondary source material is not relevant or does not support the argument -Citations predominantly incorrect or incomplete

### Justification for Change (include data from previous assessment records)

As with the original SLO #1, the Literature Committee determined that assessment of too many elements was being attempted in original SLO #2. Therefore, the committee chose to separate the SLO into two separate outcomes. The new SLO #3 will only focus on students' use of primary source material to contextualize a work of literature and to support their analysis of the contextualization and thematic/aesthetic significance through their writing assignments. New SLO #4 will focus solely on students' use of secondary sources to support their argument. Previously, the assessment of the SLO incorporated all aspects into a single rubric. By separating the SLOs and the rubric, instructors will be better able to isolate specific data relating to students' separate understanding of primary and secondary source use and to respond to students' needs with appropriate instruction.

## SLO 2:

### WRITING IN THE MARGINS: SIX STRATEGIES TO USE



This table provides six strategies that help readers interact with and understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell Notes.

VISUALIZE	SUMMARIZE/PARAPHRASE
<p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><i>When visualizing, ask:</i></p> <ul style="list-style-type: none"> <li>What does this look like?</li> <li>How can I draw this concept/idea?</li> <li>What visual and/or symbol best represents this idea?</li> </ul>	<p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p><i>Summaries will:</i></p> <ul style="list-style-type: none"> <li>State what the paragraph/section is about in other words, what is the author saying? What's the main idea? Put it in your own words.</li> <li>What information is essential/most important?</li> <li>Describe what the author is doing.</li> <li>Account for key terms/vocabulary and/or ideas.</li> </ul>
CONNECT	QUESTION
<p>Make connections within the reading to your own life, the world, other disciplines, history, or popular culture. Making connections will improve your comprehension of the text.</p> <p><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> <li>How does this text relate to me/my knowledge/experiences?</li> <li>How does this idea relate to other ideas in the text? To the author's purpose for writing the text?</li> <li>How does this text relate to happenings in the world?</li> <li>"This is like.....This reminds me of..."</li> </ul>	<p>Question both the ideas in the text (what the author is saying) and your understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p><i>While reading, you might ask questions about:</i></p> <ul style="list-style-type: none"> <li>What the author is saying or doing?</li> <li>What you understand so far?</li> <li>What is the purpose of the section of reading?</li> <li>What you agree or disagree with?</li> <li>Points of confusion - ideas you don't fully understand.</li> <li>What is the author trying to get me to think about here?</li> </ul>
RESPOND/REACT	ANALYZE
<p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension as you interact with the text. What do you think about the ideas presented in the text?</p> <p><i>Readers will often respond to:</i></p> <ul style="list-style-type: none"> <li>Interesting ideas</li> <li>Emotional Arguments</li> <li>Provocative Statements</li> <li>Author's Claims</li> <li>Facts, Data, Statistics, and other Support</li> </ul>	<p>Read carefully to analyze relationships in a text like cause and effect, compare and contrast, and problems and solution.</p> <p><i>When analyzing the text, ask questions like:</i></p> <ul style="list-style-type: none"> <li>What caused this to happen?</li> <li>How is this related to something else?</li> <li>What is the problem? Is there a solution?</li> <li>What does this piece of information mean? Why is it significant/important?</li> </ul>

### WRITING IN THE MARGINS: SIX STRATEGIES TO USE



This table provides six strategies that help readers interact with and understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell Notes.

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<p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><i>When visualizing, ask:</i></p> <ul style="list-style-type: none"> <li>What does this look like?</li> <li>How can I draw this concept/idea?</li> <li>What visual and/or symbol best represents this idea?</li> </ul>	<p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p><i>Summaries will:</i></p> <ul style="list-style-type: none"> <li>State what the paragraph/section is about. In other words, what is the author saying? What's the main idea? Put it in your own words.</li> <li>What information is essential/most important?</li> <li>Describe what the author is doing.</li> <li>Account for key terms/vocabulary and/or ideas.</li> </ul>
CONNECT	QUESTION
<p>Make connections within the reading to your own life, the world, other disciplines, history, or popular culture. Making connections will improve your comprehension of the text.</p> <p><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> <li>How does this text relate to me/my knowledge/experiences?</li> <li>How does this idea relate to other ideas in the text? To the author's purpose for writing the text?</li> <li>How does this text relate to happenings in the world?</li> <li>"This is like.....This reminds me of..."</li> </ul>	<p>Question both the ideas in the text (what the author is saying) and your understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p><i>While reading, you might ask questions about:</i></p> <ul style="list-style-type: none"> <li>What the author is saying or doing?</li> <li>What you understand so far?</li> <li>What is the purpose of the section of reading?</li> <li>What you agree or disagree with?</li> <li>Points of confusion - ideas you don't fully understand.</li> <li>What is the author trying to get me to think about here?</li> </ul>
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<p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension as you interact with the text. What do you think about the ideas presented in the text?</p> <p><i>Readers will often respond to:</i></p> <ul style="list-style-type: none"> <li>Interesting ideas</li> <li>Emotional Arguments</li> <li>Provocative Statements</li> <li>Author's Claims</li> <li>Facts, Data, Statistics, and other Support</li> </ul>	<p>Read carefully to analyze relationships in a text like cause and effect, compare and contrast, and problems and solution.</p> <p><i>When analyzing the text, ask questions like:</i></p> <ul style="list-style-type: none"> <li>What caused this to happen?</li> <li>How is this related to something else?</li> <li>What is the problem? Is there a solution?</li> <li>What does this piece of information mean? Why is it significant/important?</li> </ul>



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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 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 18<sup>th</sup> Century-Present.
- Critically review major works of prose, poetry, or drama in British literature during the period of Late 18<sup>th</sup> 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
<b>SLO 1:</b> Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key	Evaluation 1: Through <a href="#">exam questions</a> , 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 <a href="#">assessment</a> .	<u>Fall 2021-Summer 2022:</u> Number of Students Assessed 74 Students assessed/3 sections  59/74 students fulfilled this outcome. (79%)	<b>Observations/Changes:</b> Instructors used more <a href="#">low stakes</a> assessments, including <a href="#">Kahoot surveys/Quizzes</a> , <a href="#">reflection questions</a> , and <a href="#">storyboards</a> to differentiate instruction. In order to further increase student success in this area, the SLO will be split into two specific, assessable learning

<p>terms for genres of literature and literary movements in British literature during the period of Late 18<sup>th</sup> Century-Present.</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: 44/53 (83%)  Pell City : 15/21 (71%)</p>	<p>outcomes as shown by the <a href="#">New SLO 1 and 2 Petition</a>. In the upcoming year, the department will meet the new SLO 1 by implementing a means of showing fictional vs. evidence based historical narratives to emphasize differences in eras and historical concepts. This will include a reading list showing fictional and historical works during same or different time periods. For New SLO 2, instructors will implement a <a href="#">documented list of genre specific terminology</a>, such as literary terms and distinctions in modern English literature.</p>
<p><b>SLO 2:</b> Critically review major works of prose, poetry, or drama in British literature during the period of Late 18<sup>th</sup> 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 <a href="#">rubric</a>.</p>	<p><u>Fall 2021-Summer 2022:</u>  Number of Students Assessed  74 Students assessed/3 sections   57/74 students fulfilled this outcome. (77%)   <u>Yearly Campus Summary</u>  Number of Students Assessed  Shelby: 41/53 (77%)  Pell City : 16/21 (76%)</p>	<p><b>Observations/Changes:</b> Instructors used <a href="#">scaffolding</a> and <a href="#">process writing</a> methods such as checklists, <a href="#">rough drafts</a>, conferencing, <a href="#">thesis-building activities</a>, and <a href="#">peer review worksheets</a> To improve performance in this area, the SLO will be split into two specific, assessable learning outcomes as shown by the <a href="#">New SLO 3 and 4 Petition</a>. In the upcoming year, the department will implement <a href="#">annotation sheets</a> related to primary sources to aid students in the New SLO 3 and viewing example essays with source use explanation to aid students in the New SLO 4.</p>
<p><b>Plan Submission Date:</b></p>			<p><b>Submitted By: Communications Department</b></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:

- What don't you know or understand [about our topic] that you would like to?
- "What confused you most about what you read for/ what we covered today?"
- "What are the 3 most important things you learned today?"
- "What are the least important things you learned today?"
- "What is the main point of the article we just read?"
- "What are you struggling with in your writing/reading for our class today?"
- What questions do you think will be on the test and why?

## 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 0 favorites, 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 ID	Question Text	Timer
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:

## New SLO 1-2 Petition

### Old Student Learning Outcome #1 (if applicable):

- 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, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

### New Student Learning Outcome #1 and New Outcome #2:

- Student will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].
- The student will correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

### New Assessment Model:

**New SLO #1:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #1

Excellent	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements, at least 90% of exam questions correct
Satisfactory	Learned, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements, 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, and philosophical movements, or less than 70% of exam questions correct

**New SLO #2:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #2

Excellent	Thorough ability to correlate key terms related to the genres and literary movements, or at least 90% of exam questions correct
Satisfactory	Learned, yet mostly correct ability to correlate key terms related to the genres and literary movements, or at least 70% of exam questions correct
Unsatisfactory	Inability to correlate key terms related to the genres and literary movements, or less than 70% of exam questions correct

### Justification for Change (include data from previous assessment records)

- The original SLO presented a success rate over 80% during the cycle. This change is to split an all-encompassing SLO into two separate and more manageable learning outcomes. The Literature SLO committee determined the background context should be separated from the structural and literary terms related to the literature. The change will allow instructors to garner more specific data on areas which present difficulties for students.

# SLO 1:

## Modernism vs Postmodernism in Literature

More Information Online [WWW.DIFFERENCEBETWEEN.COM](http://WWW.DIFFERENCEBETWEEN.COM)

	Modernism in Literature	Postmodernism in Literature
DEFINITION	A movement in literature that was predominant in 20th century, characterized by a strong and deliberate break from the traditional styles of prose and poetry.	A response against modernism and was marked by its reliance on narrative techniques like unreliable narrator, fragmentation, parody, etc.
FOCUS	Inner self and consciousness were predominant	Multiple meanings within a single literary work or complete lack of meaning
TECHNIQUES	Fragmentation, intertextuality, unreliable narrator, parody, dark humor and paradox	The stream of consciousness, irony, satire
STYLES	Deliberately broke away from earlier styles	Deliberately used a mix of earlier styles
AUTHORS	Samuel Beckett, Ernest Hemingway, James Joyce, Joseph Conrad, T.S. Eliot, William Faulkner, Sylvia Plath, F. Scott Fitzgerald, William Butler Yeats, and Virginia Woolf	Thomas Pynchon, Joseph Heller, John Barth, Vladimir Nabokov, Umberto Eco, Richard Kalich, Giannina Braschi, John Hawkes, and Kurt Vonnegut





## SLO 2:

Process Writing Guide

### Prewriting

- Understand your assignment
  - Why are you writing – what’s the purpose? (for example, analysis, argument, narrative, description)
  - Who are you writing to (the audience)?
  - Are there other requirements (for example, a particular topic or genre)?
- Make a plan for getting it done by the due date
- Come up with ideas
  - Brainstorms or List ideas as they come to you
  - Cluster (mind map or bubble chart)
  - Freewrite
  - Talk to someone
- Choose a topic based on your purpose and audience
- Organize your ideas (using an outline or graphic organizer)

### Research (optional)

- If needed, research your topic at the library and online

### Draft

- The first draft is for you—say what you want to say to your audience
- Starting from your idea map or an outline, get your thoughts down fairly quickly
- Put your draft aside for a time, then read it aloud—what changes are needed to make it clear?

### Review

- Ask someone to read your draft and give you feedback
- Make changes based on your reviewer’s feedback and your own review

### Revise

Revision means seeing again. It focuses on the “big picture” elements of your paper. The following tasks might comprise your revision: adding text, removing text, restructuring paragraphs, reordering sections of argument, changing the argument. You can use the following questions to facilitate revising:

- What is your paper’s central thesis?
- Are all the elements of your paper focused on that thesis? What’s on-topic or off-topic?
- Do the sections follow in a clear order? Is it organized in a logical way that is easy to follow?
- Do transitions lead your reader from idea to idea?

Process Writing Guide

- Is each point thoroughly developed? Do they need more details? Examples?
- Are the points, details, examples redundant? Do they reiterate too much?
- What paragraphs are shorter than usual? Longer?
- How is your tone? Consider what you want your reader to do or feel (for example, will your reader be interested? persuaded? moved? enjoy your humor?)

### Edit

Editing is part of proofreading—carefully reviewing the surface elements of your paper for correctness and clarity. This step might change individual sentences, individual words, or grammar. Through editing, you ensure your writing is in a final and presentable form. You can use the following questions to facilitate editing:

- What common errors do you know you make? Lengthy sentences? Comma errors? Spelling errors?
- If you read your paper aloud, where does your reading stumble? Where does it sound forced and unnatural?
- If you are unsure about a punctuation choice, why did you use *that specific* punctuation mark? Why a comma? Review any rules you are unsure of.
- Is each sentence clear and concise?
- Are you using any unnecessarily complex words or sentence structures?

### Proofread

- Read carefully and check for correct spelling, grammar, and punctuation.
- Is the paper formatted according to the assignment requirements?

### Publish

- Print out a new copy, give it one final review, then turn in the hard copy or upload your file, as requested by the instructor
- Remember that these steps are recursive—you can return to any step as needed as you write.

## SLO 2:

### Writing Rough Draft of Research Paper

You must have your outline completed and your note cards organized into categories before writing your paper. You are going to write in sentence and paragraph form what you have on your outline. Your rough draft should be typed and totally completed. In class, we will do some editing on the paper, and then the final paper should be very similar to the first draft.

#### Introduction:

For your introduction, begin with the attention getter that you have on your outline. Then tie in the background information. Then end the introduction with your thesis. Note: the first and last sentences of this paragraph are already written on your outline. You need to write 3 or 4 for the background information.

Body paragraphs: Each of the 3 body paragraphs should begin with the topic sentence, which you have written on your outline. The topic sentence must be a sentence, not a question that is your ideas and your words. After the topic sentence, make a statement that supports your topic sentence and leads into an example, a quote or paraphrase. Present your quote or paraphrase. After you have given support, spend a sentence or two explaining how the example(s) support the topic sentence. Make sure to end the 3 body paragraphs with your own words and your own ideas.

Concluding paragraph: For the first sentence, restate your thesis. This means that you say about the same thing as you did in your thesis, but you say it differently. After this sentence, write 2 or 3 more sentences that emphasize that it is important to remember. You might say that it is a good for everyone to know this history for a certain reason.

#### Reminder:

- Make sure the paper is typed. Remember to save it so that it is easy to make changes.
- Make sure you have a heading.
- Make sure there is a title. Do not include the words “rough draft.”
- Double space entire paper
- Make sure that margins are 1” all around.
- Make sure that you don’t have a quote by itself. All quotes should be connected to your own words
- Don’t include words such as “quote,” “attn. getter,” “thesis,” and “introduction,” in your actual paper. You have those in your outline as reminders.
- Do NOT put extra spaces between paragraphs.
- Use 12pt Times New Roman.
- Make sure to use your own ideas and words. Use quotes and paraphrases only to support your words and ideas.
- There should be no quotes in the introduction, unless it is the attention getter, and the conclusion.
- All paragraphs should begin and end with your own words.
- Make sure to include in-text citations for the ideas that aren’t yours.
- Do not use 1<sup>st</sup> or 2<sup>nd</sup> person pronouns: you, I, we, me, us, our, mine, your, and so on.
- Do not start your last paragraph with “finally,” “in summary,” “in conclusion,” “lastly,” or other such phrases and words.

## 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:

### HANDOUT 2: PEER REVIEW WORKSHEET<sup>1</sup>

Switch papers with your partner. You will take turns reading each other's papers out loud; this is the procedure that is followed in the writing center. Your roles as reader/consultant and listener/consultee are equally important. Therefore, here are some guidelines to follow and questions to keep in mind.

#### **\*When you are the reader/consultant:**

- Read the paper *out loud* as it appears. Do not automatically add in missing words or word endings. This will help you and the listener spot these typos.
- Look especially at the organization of the paper. Ensure that the writer provided enough details in the body paragraphs to make the points he or she is making completely clear, providing evidence if necessary.
- Encourage your consultee to write in corrections or make notes as you discuss, rather than saving all your comments or corrections for the end.

Besides making surface-level corrections, here are some main questions to keep in mind as you are reading and evaluating:

1. Does the essay have a catchy and intriguing title?
2. Is the introduction interesting? Does the writer draw you in immediately?
3. Does the thesis establish a specific focus for the essay?
4. Is there *one* idea explored in each paragraph? Are there transitions between these paragraphs?
5. Does the essay transition into a conclusion, ending the paper with something poignant and thought-provoking?
6. Does the essay respond fully and adequately to the assignment, and follow proper formatting guidelines?

The more conversation you have, the more helpful your consultation will be!

# SLO 2: New SLO 3-4 Petition

## Old Student Learning Outcome #2 (if applicable):

- Students will critically review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)] 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 primary evidence and valid secondary sources.

## New Student Learning Outcome #3 and New Outcome #4:

- The student will review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)] and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.
- The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

## New Assessment Model:

**New SLO #3:** In written assignments, students will reflect on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #3

	Excellent	Satisfactory	Unsatisfactory
Excellent	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work using the literary terms correctly.	Through ability to interpret and discuss facts found within all three areas of historical, cultural, and philosophical purpose.	Ability to repeat and discuss facts and details found within at least one area of historical, cultural, or philosophical purpose.
Satisfactory	Excellent contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Good contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.
Unsatisfactory	Ability to effectively integrate material from primary sources and to correctly document, using MLA style.	Primary source material is effective in providing good evidence to support key points within the overall argument. Successfully integrated into the paper with an excellent balance of material and discussion. Correctly documented within the paper through parenthetical citations and at the end through the works cited page.	Most source material is acceptable evidence in validating relevant and key points in the overall argument. Successfully 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 through the works cited page.

**New SLO #4:** In written assignments, students will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #4

	Excellent	Satisfactory	Unsatisfactory
Excellent	Ability to locate relevant and effective evidence from secondary sources and to correctly document, using MLA style.	Effective use of relevant secondary evidence in supporting key points within the overall argument. Successfully integrated into the paper with an excellent balance of material and discussion. Correctly documented within the paper and at the end through the works cited page.	Most source material is acceptable evidence in validating relevant and key points in the overall argument. Successfully 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 through the works cited page.
Satisfactory	Excellent contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Good contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.
Unsatisfactory	Ability to effectively integrate material from primary sources and to correctly document, using MLA style.	Primary source material is effective in providing good evidence to support key points within the overall argument. Successfully integrated into the paper with an excellent balance of material and discussion. Correctly documented within the paper through parenthetical citations and at the end through the works cited page.	Most source material is acceptable evidence in validating relevant and key points in the overall argument. Successfully 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 through the works cited page.

## Justification for Change (includes data from previous assessment records)

As with the original SLO #1, the Literature Committee determined that assessment of two major elements was being attempted in original SLO #2. Therefore, the committee chose to separate the SLO into two separate outcomes. The new SLO #3 will only focus on students' use of primary source material to contextualize a work of literature and to support their analysis of the contextualization and thematic/aesthetic significance through their writing assignments. New SLO #4 will focus solely on students' use of secondary sources to support their argument. Previously, the assessment of the SLO incorporated all aspects into a single rubric. By separating the SLOs and the rubric, instructors will be better able to isolate specific data relating to students' separate understanding of primary and secondary source use and to respond to students' needs with appropriate instruction.

# SLO 2:

## WRITING IN THE MARGINS: SIX STRATEGIES TO USE



This table provides six strategies that help readers interact with and understand texts. While making connections, clarifying information, or doing other work defined on this page, *write down your thoughts in the margins of the text, on sticky notes, or in your Cornell Notes.*

VISUALIZE	SUMMARIZE/PARAPHRASE
<p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><i>When visualizing, ask:</i></p> <ul style="list-style-type: none"> <li>What does this look like?</li> <li>How can I draw this concept/idea?</li> <li>What visual and/or symbol best represents this idea?</li> </ul>	<p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p><i>Summaries will:</i></p> <ul style="list-style-type: none"> <li>State what the paragraph/section is about. In other words, what is the author saying? What's the main idea? Put it in your own words.</li> <li>What information is essential/most important?</li> <li>Describe what the author is doing.</li> <li>Account for key terms/vocabulary and/or ideas.</li> </ul>
CONNECT	QUESTION
<p>Make connections within the reading to your own life, the world, other disciplines, history, or popular culture. Making connections will improve your comprehension of the text.</p> <p><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> <li>How does this text relate to me/my knowledge/experiences?</li> <li>How does this idea relate to other ideas in the text? To the author's purpose for writing the text?</li> <li>How does this text relate to happenings in the world?</li> <li>"This is like.....This reminds me of..."</li> </ul>	<p>Question both the ideas in the text (what the author is saying) and your understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p><i>While reading, you might ask questions about:</i></p> <ul style="list-style-type: none"> <li>What the author is saying or doing?</li> <li>What you understand so far?</li> <li>What is the purpose of the section of reading?</li> <li>What you agree or disagree with?</li> <li>Points of confusion - ideas you don't fully understand</li> <li>What is the author trying to get me to think about here?</li> </ul>
RESPOND/REACT	ANALYZE
<p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension as you interact with the text. What do you think about the ideas presented in the text?</p> <p><i>Readers will often respond to:</i></p> <ul style="list-style-type: none"> <li>Interesting Ideas</li> <li>Emotional Arguments</li> <li>Provocative Statements</li> <li>Author's Claims</li> <li>Facts, Data, Statistics, and other Support</li> </ul>	<p>Read carefully to analyze relationships in a text like cause and effect, compare and contrast, and problems and solution.</p> <p><i>When analyzing the text, ask questions like:</i></p> <ul style="list-style-type: none"> <li>What caused this to happen?</li> <li>How is this related to something else?</li> <li>What is the problem? Is there a solution?</li> <li>What does this piece of information mean? Why is it significant/important?</li> </ul>

## WRITING IN THE MARGINS: SIX STRATEGIES TO USE



This table provides six strategies that help readers interact with and understand texts. While making connections, clarifying information, or doing other work defined on this page, *write down your thoughts in the margins of the text, on sticky notes, or in your Cornell Notes.*

VISUALIZE	SUMMARIZE/PARAPHRASE
<p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><i>When visualizing, ask:</i></p> <ul style="list-style-type: none"> <li>What does this look like?</li> <li>How can I draw this concept/idea?</li> <li>What visual and/or symbol best represents this idea?</li> </ul>	<p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p><i>Summaries will:</i></p> <ul style="list-style-type: none"> <li>State what the paragraph/section is about. In other words, what is the author saying? What's the main idea? Put it in your own words.</li> <li>What information is essential/most important?</li> <li>Describe what the author is doing.</li> <li>Account for key terms/vocabulary and/or ideas.</li> </ul>
CONNECT	QUESTION
<p>Make connections within the reading to your own life, the world, other disciplines, history, or popular culture. Making connections will improve your comprehension of the text.</p> <p><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> <li>How does this text relate to me/my knowledge/experiences?</li> <li>How does this idea relate to other ideas in the text? To the author's purpose for writing the text?</li> <li>How does this text relate to happenings in the world?</li> <li>"This is like.....This reminds me of..."</li> </ul>	<p>Question both the ideas in the text (what the author is saying) and your understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p><i>While reading, you might ask questions about:</i></p> <ul style="list-style-type: none"> <li>What the author is saying or doing?</li> <li>What you understand so far?</li> <li>What is the purpose of the section of reading?</li> <li>What you agree or disagree with?</li> <li>Points of confusion - ideas you don't fully understand</li> <li>What is the author trying to get me to think about here?</li> </ul>
RESPOND/REACT	ANALYZE
<p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension as you interact with the text. What do you think about the ideas presented in the text?</p> <p><i>Readers will often respond to:</i></p> <ul style="list-style-type: none"> <li>Interesting Ideas</li> <li>Emotional Arguments</li> <li>Provocative Statements</li> <li>Author's Claims</li> <li>Facts, Data, Statistics, and other Support</li> </ul>	<p>Read carefully to analyze relationships in a text like cause and effect, compare and contrast, and problems and solution.</p> <p><i>When analyzing the text, ask questions like:</i></p> <ul style="list-style-type: none"> <li>What caused this to happen?</li> <li>How is this related to something else?</li> <li>What is the problem? Is there a solution?</li> <li>What does this piece of information mean? Why is it significant/important?</li> </ul>



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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 17<sup>th</sup> Century.
- Critically review major works of prose, poetry, or drama in World literature during the period of Inception-Mid 17<sup>th</sup> 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
<b>SLO 1:</b> 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 on <a href="#">an instructor provided assessment</a> : Characteristics of the literary periods; Cultural	Eval 1: 70% of students will demonstrate a satisfactory level of achievement on instructor provided <a href="#">assessment</a> .	<u>Fall 2021-Summer 2022:</u> Number of Students Assessed 112 Students assessed/4 sections  108/112 students fulfilled this outcome. (96%)	<b>Observations/Changes:</b> Instructors used <a href="#">discussion boards</a> and written <a href="#">lectures</a> on background information and assigned reading as well as <a href="#">improved discussion prompts</a> and <a href="#">study questions</a> to highlight the important historical, cultural, and philosophical forces in the literature. To aid

<p>terms for genres of literature and literary movements in World literature during the period of Inception-Mid 17<sup>th</sup> Century.</p>	<p>conditions of the writers and times; Historical 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: 108/112 (96%)</p>	<p>in clearly assessing student learning, the department <a href="#">petitioned</a> to split this outcome into <a href="#">two separate outcomes</a> for the new 3-year assessment cycle. Instructors plan to incorporate <a href="#">video lectures or video introductions</a> for the major time periods to enable students to connect the themes and heroes they study in the course to pop culture and their everyday lives for SLO 1. For SLO 2, instructors plan on using <a href="#">terminology lists for genres and literary works</a>, to aid student understanding.</p>
<p><b>SLO 2:</b> Critically review major works of prose, poetry, or drama in World literature during the period of Inception-Mid 17<sup>th</sup> 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 <a href="#">essays, students will Analyze and contextualize a work of literature from the period in its historical, cultural and philosophical background</a>; 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 <a href="#">rubric</a>.</p>	<p><u>Fall 2021-Summer 2022:</u> Number of Students Assessed 106 Students assessed/4 sections  84/106 students fulfilled this outcome. (79%)  <u>Yearly Campus Summary</u> Number of Students Assessed Shelby : 84/106 (79%)</p>	<p><b>Observations/Changes:</b> Instructors used <a href="#">a library research guide designed</a> by our librarians and <a href="#">citation tools</a> within the library’s website, along with a <a href="#">grading rubric</a> and updated <a href="#">videos that instruct students on how to use the library research guide, including how to find and cite sources</a>, create their Works Cited entries, etc. Moving forward, the department <a href="#">petitioned to split this outcome into two separate outcomes</a> – one for incorporating primary evidence in written assignments, and one for incorporating secondary sources in their arguments. This will allow instructors to isolate specific data relating to students’ separate understanding of primary and secondary source use and to respond with appropriate instruction. To aid students’ learning for SLO 3, instructors plan on using online handbooks and <a href="#">guides</a> to demonstrate proper integration. For SLO 4, instructors plan to aid students’ learning with <a href="#">videos</a> about citing and <a href="#">examples</a> in class with instruction.</p>
<p><b>Plan Submission Date:</b></p>			<p><b>Submitted By: Communications Department</b></p>	

## SLO 1:

Question: "I am a 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)

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## SLO 1:

### Petition to Change SLO 1

Justification for Change (include data from previous assessment records)

The original SLO presented a success rate over 80% during the cycle. This change is to split an all-encompassing SLO into two separate and more manageable learning outcomes. The Literature SLO committee determined the background context should be separated from the structural and literary terms related to the literature. The change will allow instructors to garner more specific data on areas which present difficulties for students.



## SLO 1:

### Old Student Learning Outcome #1 (if applicable):

- 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, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

### New Student Learning Outcome #1 and New Outcome #2:

- Student will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].
- The student will correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

## SLO 1:

Weeks 1 & 2	The Ancient World <b>Video</b> Introduction & Homer's <i>The Odyssey</i>
Week 3	The Ancient World: Homer's <i>The Iliad</i>
Week 4	Virgil's <i>Aeneid</i>
Week 5	Ancient Greek Theatre & <i>Antigone</i> ; Begin working on Essay 1 – use <i>A Writer's Handbook</i> (linked in Web Links in Blackboard).
Week 6	St. Augustine's <i>Confessions</i> ; Test 1: Identification: The Ancient World – Review terms in learning modules
Week 7	Essay 1: Cultural Comparisons DUE; Introduction to the Middle Ages & Marie de France
Week 8	Marie de France, " <u>Lanval</u> " and " <u>Laustic</u> ," / Begin Dante's <i>The Divine Comedy</i>
Week 9	Dante and <i>The Divine Comedy</i> : Inferno: Cantos 1-8, 11-12, 14, 18-20, 26, 33-34. <u>Purgatorio</u> : Cantos 1-2, 21, 26-27, 30. Paradiso: Canto 33
Week 10	<b>Video</b> Introduction to the Renaissance; Humanism and the Rediscovery of the Classical Past; Petrarchan sonnets; <u>Niccolo Machiavelli</u>
Week 11	Begin Research Paper – see examples with annotations in Blackboard: Begin

### New Assessment Model:

**New SLO #1:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #1

Excellent	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements; 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, and philosophical movements; 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, and philosophical movements; or less than 70% of exam questions correct

**New SLO #2:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].


- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment.
- Sample Evaluation Rubric for New SLO #2

Excellent	Thorough ability to correlate key terms related to the genres and literary movements; or at least 90% of exam questions correct
Satisfactory	Limited, yet mostly correct ability to correlate key terms related to the genres and literary movements; or at least 70% of exam questions correct
Unsatisfactory	Inability to correlate key terms related to the genres and literary movements; or less than 70% of exam questions correct

## SLO 1:










Week 4	Virgil's <i>Aeneid</i>
Week 5	Ancient Greek Theatre & <i>Antigone</i> ; Begin working on Essay 1 – use <i>A Writer's Handbook</i> (linked in Web Links in Blackboard).
Week 6	St. Augustine's <i>Confessions</i> ; Test 1: Identification: The Ancient World – Review terms in learning modules
Week 7	Essay 1: Cultural Comparisons DUE; Introduction to the Middle Ages & Marie de France
Week 8	Marie de France, " <u>Lanval</u> " and " <u>Laustic</u> ," / Begin Dante's <i>The Divine Comedy</i>

## SLO 2:

**Literary Research Essay** 

Availability: Item is hidden from students. It was last available on Nov 30, 2022 11:59 PM.


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:

	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:

JSCC Libraries

[COVID-19 Response](#)
[Research](#)
[Services](#)
[About](#)

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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**

**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 prompted.
- [How to Use 'Search everything'](#)

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**Library Links**

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

**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.

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

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

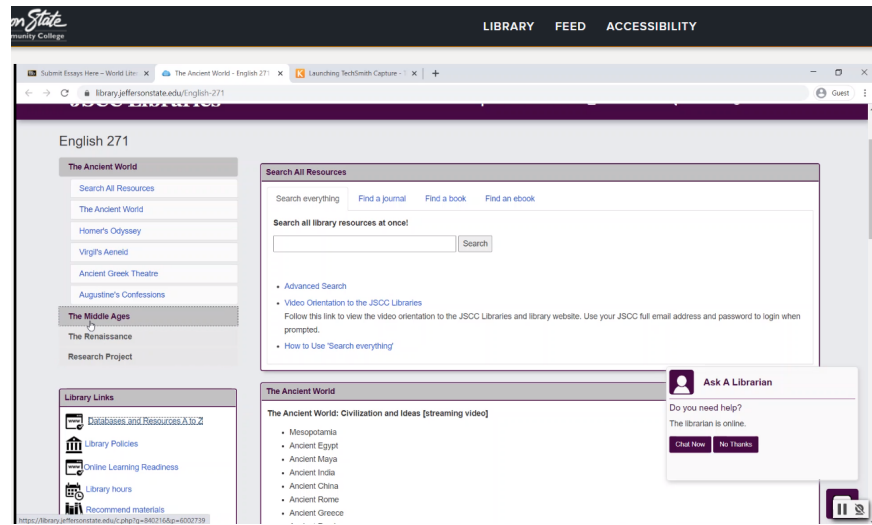
## SLO 2:

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

Grid View | List View

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

## SLO 2:



## SLO 2:

### Old Student Learning Outcome #2 (if applicable):

- Students will critically review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)] 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 primary evidence and valid secondary sources.

### New Student Learning Outcome #3 and New Outcome #4:

- The student will review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)] and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.
- The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

### New Assessment Model:

**New SLO #3:** In written assignments, students will reflect on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #3

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly	Ability to reflect on a primary work of literature's thematic and aesthetic content of its time and relate it to modern social and cultural movements	Ability to effectively integrate material from primary source 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 primary sources in illustrating historical significance and relation to contemporary society.	Primary Source material is -effective in providing good evidence to support key points within the overall argument -concoctly integrated into the paper with an excellent balance of 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 primary sources in illustrating historical significance and relation to contemporary society.	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 through the works cited page.
Unsatisfactory	Misunderstanding of the work(s). No identity of historical, cultural, or philosophical context.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.	-Little to no real evidence provided by primary source(s) -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or non-existent

**New SLO #4:** In written assignments, students will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #4

	Ability to locate relevant and effective secondary sources	Ability to effectively integrate material from secondary sources and to correctly document, using MLA style.
Excellent	Demonstration of ability to locate excellent sources -credible, authoritative -effective in providing argument	Source material is -effective in providing good evidence to support key points within the overall argument -acceptably 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	Demonstration of ability to locate satisfactory sources -credible, authoritative -effective in providing argument	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 through the works cited page.
Unsatisfactory	Source are unsatisfactory -No secondary sources -Secondary sources that are not authoritative, credible, or appropriate -Secondary sources are either not relevant or overly irrelevant to topic.	-Little to no use of the secondary source -Secondary sources included in text but not cited or does not support the argument -Citations predominantly incorrect or non-existent -Works cited entries predominantly incorrect or non-existent

### Justification for Change (include data from previous assessment records)

As with the original SLO #1, the Literature Committee determined that assessment of too many elements was being attempted in original SLO #2. Therefore, the committee chose to separate the SLO into two separate outcomes. The new SLO #3 will only focus on students' use of primary source material to contextualize a work of literature and to support their analysis of the contextualization and thematic/aesthetic significance through their writing assignments. New SLO #4 will focus solely on students' use of secondary sources to support their argument. Previously, the assessment of the SLO incorporated all aspects into a single rubric. By separating the SLOs and the rubric, instructors will be better able to isolate specific data relating to students' separate understanding of primary and secondary source use and to respond to students' needs with appropriate instruction.

## SLO 2:

## Annotating Texts

### What is annotation?

Annotation can be:

- A systematic summary of the text that you create within the document
- A key tool for close reading that helps you uncover patterns, notice important words, and identify main points
- An active learning strategy that improves comprehension and retention of information

### Why annotate?

- Isolate and organize important material
- Identify key concepts
- Monitor your learning as you read
- Make exam prep effective and streamlined
- Can be more efficient than creating a separate set of reading notes

### How do you annotate?

Summarize key points in your own words.

- Use headers and words in bold to guide you
- Look for main ideas, arguments, and points of evidence
- Notice how the text organizes itself. Chronological order? Idea trees? Etc.

Circle key concepts and phrases

- What words would it be helpful to look-up at the end?
- What terms show up in lecture? When are different words used for similar concepts? Why?

### Top 5 Handouts

- > [Academic Success at Carolina](#)
- > [Studying 101: Study Smarter Not Harder](#)
- > [Procrastination](#)
- > [Reading Comprehension Tips](#)
- > [Online and Remote Learning Tips for Students](#)

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## SLO 2:

The screenshot shows the JSCC Libraries website interface. At the top, there is a navigation bar with links for COVID-19 Response, Research, Services, About, and Follow Us. Below the navigation bar, the page title is 'JSCC Libraries'. The main content area is titled 'Databases A to Z: L' and contains a search bar with filters for 'All Subjects', 'All Database Types', and 'All Vendors / Providers'. The search results show '1 Databases found for L'. The database listed is 'Literary Reference Center Plus'. The page also includes a 'Popular Databases' section and a 'New / Trial Databases' section. The page is viewed in a browser window with the address bar showing 'English 271' and the page title 'Finding and Citing Articles for Research -- 271'.

## SLO 2:

Week 10	<b>Video</b> Introduction to the Renaissance; Humanism and the Rediscovery of the Classical Past; Petrarchan sonnets; <a href="#">Niccolo Machiavelli</a>
Week 11	Begin Research Paper – see <b>examples with annotations</b> in Blackboard; Begin Cervantes' <i>Don Quixote</i>
Week 12	Cervantes' <i>Don Quixote</i>
Week 13	Cervantes' <i>Don Quixote</i> ; Finish / polish Research Paper
Off Week	Thanksgiving Break – No Classes – College Closed
Week 14	Literary Research Paper Due; Thomas More, <i>Utopia</i>
Week 15	Test 2: Essay Test on the Middle Ages & Renaissance; Group Discussions & Review
Week 16	Comprehensive Final Exam (December 7th)



Program: Communications – English

Assessment Period: Annual Summary 2021-2022

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 17<sup>th</sup> Century-Present.
- Critically review major works of prose, poetry, or drama in World literature during the period of Mid 17<sup>th</sup> 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
<b>SLO 1:</b> Critically examine characteristics of literary periods, cultural conditions of the writers and times, historical forces, philosophical movements, and key	Evaluation 1: Through <a href="#">exam questions on an instructor provided assessment</a> , 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 <a href="#">assessment based</a>	<u>Fall 2021-Summer 2022:</u> Number of Students Assessed 65 Students assessed/3 sections  58/65 students fulfilled this outcome. (89%)	<b>Observations/Changes:</b> Instructors used <a href="#">lectures</a> , <a href="#">discussion boards</a> , and <a href="#">in-depth study questions</a> that serve as mini essays and building blocks for their two major papers in the course to help students grasp the complex historical, philosophical, and cultural conditions of the literature. To aid



<p>terms for genres of literature and literary movements in World literature during the period of Mid-17<sup>th</sup> 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><a href="#">on the following rubric.</a></p>	<p><u>Yearly Campus Summary</u>  Number of Students Assessed  Shelby: 42/44 (95%)  Clanton: 16/21 (76%)</p>	<p>in clearly assessing student learning, the department <a href="#">petitioned</a> to split this outcome into two separate outcomes to allow instructors to garner more specific data on areas which present difficulties for students. Instructors plan to incorporate <a href="#">video lectures or video introductions</a> for the major time periods and to enable students to connect the themes and heroes they study in the course to pop culture and their everyday lives for SLO 1. For SLO 2, instructors plan on <a href="#">using terminology lists for genres and literary works</a> to aid in student understanding.</p>
<p><b>SLO 2:</b> Critically review major works of prose, poetry, or drama in World literature during the period of Mid-17<sup>th</sup> 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: <a href="#">In their essays</a>, 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 <a href="#">rubric.</a></p>	<p><u>Fall 2021-Summer 2022:</u>  Number of Students Assessed  64 Students assessed/3 sections   59/64 students fulfilled this outcome. (92%)</p> <p><u>Yearly Campus Summary</u>  Number of Students Assessed  Shelby: 40/45 (88%)  Clanton: 19/19 (100%)</p>	<p><b>Observations/Changes:</b> Instructors used a stepping stone approach that included in-depth study questions, which students built on for their <a href="#">first response paper</a> and research papers, using <a href="#">Library resources</a> and a <a href="#">personalized video</a> to aid students in incorporating secondary sources. To aid in clearly assessing student learning, the department <a href="#">petitioned</a> to split this outcome into two separate outcomes to better isolate specific data relating to students’ separate understanding of primary and secondary source use and to respond with appropriate instruction. To aid students’ learning for SLO 3, instructors plan on using online handbooks and guides to demonstrate proper integration. For SLO 4, instructors plan to aid students’ learning with <a href="#">videos about citing</a> and <a href="#">examples</a> in class with instruction.</p>
<p><b>Plan Submission Date:</b></p>			<p><b>Submitted By: Communications Department</b></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 forgo 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:

### 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 1:

### Petition for SLO 1 to become SLO 1 and 2

#### Old Student Learning Outcome #1 (if applicable):

- 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, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid-17<sup>th</sup> Century-Present (World)].

#### New Student Learning Outcome #1 and New Outcome #2:

1. Student will distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid-17<sup>th</sup> Century-Present (World)].
2. The student will correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid-17<sup>th</sup> Century-Present (World)].

#### New Assessment Model:

**New SLO #1:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to distinguish characteristics of literary periods, cultural conditions, historical forces, and philosophical movements related to the writers and their works in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid-17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment;
- Sample Evaluation Rubric for New SLO #1

Exceeds	Thorough ability to distinguish characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements, or at least 95% of exam questions correct.
Satisfactory	Learned, yet mostly correct ability to connect and communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements, or at least 75% of exam questions correct.
Unsatisfactory	Ability to connect or communicate characteristics of literary periods, cultural conditions of the writers and times, historical forces, and philosophical movements, or less than 70% of exam questions correct.

**New SLO #2:** Through objective and/or subjective exam questions, students will demonstrate at a satisfactory level of achievement or higher the ability to correlate key terms related to the genres and literary movements in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century/Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century/Mid-17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate a satisfactory level of achievement on instructor provided assessment;
- Sample Evaluation Rubric for New SLO #2

Exceeds	Thorough ability to correlate key terms related to the genres and literary movements, or at least 95% of exam questions correct.
Satisfactory	Learned, yet mostly correct ability to correlate key terms related to the genres and literary movements, or at least 75% of exam questions correct.
Unsatisfactory	Ability to correlate key terms related to the genres and literary movements, or less than 70% of exam questions correct.

#### Justification for Change (include data from previous assessment records)

- The original SLO presented a success rate over 80% during the cycle. This change is to split an all-encompassing SLO into two separate and more manageable learning outcomes. The Literature SLO committee determined the background context should be separated from the structural and literary terms related to the literature. The change will allow instructors to garner more specific data on areas which present difficulties for students.

## SLO 1:

<p><b>Week 4:</b> September 5-9</p> <p><i>*Labor Day is Monday, September 5th. The college will be closed!</i></p>	<p><b>Unit 1: East Asian &amp; Enlightenment Drama</b></p>	<p>1.) Read:</p> <ul style="list-style-type: none"> <li>• "Essay #1: Reading Response" Assignment Sheet</li> <li>• Example "Essay #1: Reading Response" with Feedback</li> </ul> <p>2.) View:</p> <ul style="list-style-type: none"> <li>• <b>Video Introduction for Unit 1</b></li> </ul> <p>3.) Read the following background works from Volume D of the textbook:</p> <ul style="list-style-type: none"> <li>• "East Asian Drama" (pp. 3-5)</li> <li>• "Zeami Motokiyo, ca. 1363-1143" (pp. 5-7)</li> <li>• "The Enlightenment in Europe and the Americas" (pp. 91-99)</li> <li>• "What is Enlightenment?" (pp. 101-104)</li> <li>• "Molière (Jean-Baptiste Poquelin), 1622-1673" (pp. 141-143)</li> </ul> <p>4.) Read the following literary works from Volume D of the textbook:</p> <ul style="list-style-type: none"> <li>• Zeami's <i>Atsumori</i> (pp. 7-15)</li> <li>• Molière's <i>Tartuffe</i> (pp.144-197)</li> </ul> <p>5.) Complete by <b>*Friday, September 9th at 11:59pm:</b></p> <ul style="list-style-type: none"> <li>• Quiz on Week 4 Materials</li> <li>• Sign-Up for "Essay #1: Reading Response"</li> </ul>
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ENG 272 Online Fall 2022

<p><b>Week 5:</b> September 12-16</p>	<p><b>Unit 2: Enlightenment Ideals</b></p>	<p>1.) View:</p> <ul style="list-style-type: none"> <li>• <b>Video Introduction for Unit 2</b></li> </ul> <p>2.) Read the following background works from Volume D of the textbook:</p> <ul style="list-style-type: none"> <li>• "Mary Wollstonecraft" (p. 133)</li> <li>• "Sor Juana Inés de la Cruz, 1648-1695" (pp. 246-248)</li> <li>• "Jonathan Swift, 1667-1733" (pp. 282-286)</li> </ul> <p>3.) Read the following literary works from Volume D of the textbook:</p> <ul style="list-style-type: none"> <li>• Wollstonecraft's "From A Vindication of the Rights of Woman" (pp. 134-136)</li> </ul>
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## SLO 1:

<p><b>Week 8:</b> October 3-7</p>	<p><b>Midterm</b></p>	<ul style="list-style-type: none"> <li>• <b>Essay #1: Reading Response for Group 3</b></li> </ul> <p>1.) Review:</p> <ul style="list-style-type: none"> <li>• "Midterm Study Guide" Handout</li> <li>• <b>"Key Terms, Movements, and History" Chart for Units 1-4</b></li> </ul> <p>2.) Complete by <b>*Friday, October 7th at 11:59pm:</b></p> <ul style="list-style-type: none"> <li>• Midterm</li> </ul>
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ENG 272 Online Fall 2022

		<ul style="list-style-type: none"> <li>○ The Midterm will be open in the "Week 8" folder on Blackboard from Monday, October 3rd (6:00am) to Friday, October 7th (11:59pm).</li> <li>○ Once you start the Midterm, you will have 1 attempt and 2 hours to finish the test, so choose wisely what day and time you take it.</li> <li>○ The Midterm will close on Friday, October 7th at 11:59pm and will not be reopened for any reason (since this is the Midterm).</li> </ul>
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<p><b>Week 16:</b> November 28-December 2</p>	<p><b>Final Exam Review</b></p>	<p>1.) Read:</p> <ul style="list-style-type: none"> <li>• "Final Exam Study Guide" Handout <ul style="list-style-type: none"> <li>○ You have the entire week to prepare for the final. Please make <b>sure that you ask questions if you have them.</b></li> </ul> </li> <li>• <b>"Key Terms, Movements, and History" Chart for Units 5-9</b></li> </ul>
<p><b>Weeks 17 &amp; 18:</b></p>	<p><b>Final Exam Week</b></p>	<p>1.) Read:</p>

## SLO 2:

English 272: World Literature II

Research Paper Length: 1000-1200 words

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

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

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

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

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

### Integrating and Documenting Quotations

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

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

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

According to **Aviva Briefel**, Gogol's story shifts from realism into "the realm of the fantastic" **(78)** once **Abakky** 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." *Victorian 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 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](#)

#### Research Paper

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

#### Library Links

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

#### Search All Resources

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

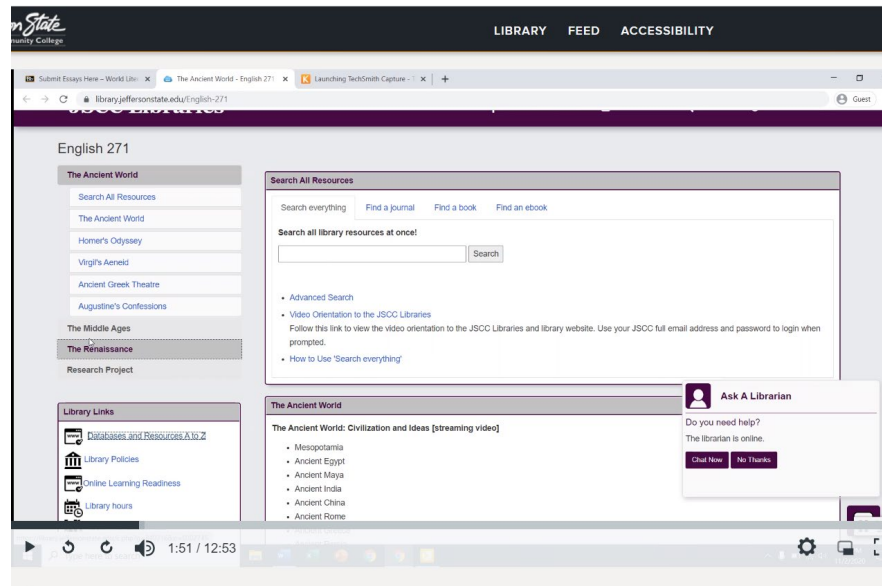
**Search all library resources at once!**

- [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'](#)

#### 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.

# SLO 2:



# SLO 2:

## Petition for SLO 2 to become SLO 3 and 4

### Old Student Learning Outcome #2 (if applicable):

- Students will critically review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century-Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century-Mid 17<sup>th</sup> Century-Present (World)] 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 primary evidence and valid secondary sources.

### New Student Learning Outcome #3 and New Outcome #4:

- The student will review major works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century-Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century-Mid 17<sup>th</sup> Century-Present (World)] and compose written assignments reflecting on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.
- The student will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century-Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century-Present (World)].

### New Assessment Model:

**New SLO #3:** In written assignments, students will reflect on both the literature and its contemporary or modern social and cultural movements by correctly integrating primary evidence.

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #3

	Ability to analyze and contextualize cultural, historical, and philosophical forces in the primary work, using the literary terms correctly.	Ability to reflect on a primary work of literature's thematic and aesthetic choices of its time and relate it to modern social and cultural movements.	Ability to effectively integrate material from primary source and to correctly document, using MLA style.
Excellent	Through ability to interpret and discuss facts found within all three aspects of historical, cultural, and philosophical purposes.	Excellent contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Primary Source material is effective in providing good evidence to support key points within the overall argument. Secondary sources are effectively integrated into the paper with an excellent balance of material and discussion. Correctly documented within the paper and at the end through the works cited page.
Satisfactory	Ability to report and discuss facts and details found within at least one area of historical, cultural, or philosophical context.	Good contextualization of primary sources in illustrating historical significance and relation to contemporary society.	Most source material is acceptable evidence in evaluating relevant and key points in the overall argument. Secondary sources are acceptably integrated within the paper and at the end through the works cited page.
Unsatisfactory	Misunderstanding of the work(s). No ability of historical, cultural, or philosophical context.	Use of irrelevant primary source material. Lack of demonstration of any historical significance and failure to relate to contemporary society.	Little to no good evidence provided by primary source(s). Citations predominantly incorrect or nonexistent. Little cited evidence predominantly incorrect or nonexistent.

**New SLO #4:** In written assignments, students will correctly incorporate secondary sources in their own original arguments about works of prose, poetry, or drama in [American, British, World literature] during the period of [Inception-1865/1865-Present (American), Inception-End of 18<sup>th</sup> Century-Late 18<sup>th</sup> Century-Present (British), Inception-Mid 17<sup>th</sup> Century-Mid 17<sup>th</sup> Century-Present (World)].

- 70% of students will demonstrate at least a "Satisfactory" level achievement based on similar rubric.
- Sample Evaluation Rubric for New SLO #4

	Ability to locate relevant and effective secondary sources.	Ability to effectively integrate material from secondary sources and to correctly document, using MLA style.
Excellent	Demonstration of ability to locate secondary sources. Effective integration of the most effective in providing evidence.	Effective in providing good evidence to support key points in the overall argument. Secondary sources are effectively integrated into the paper with a satisfactory balance of material and discussion. Correctly documented within the paper and at the end through the works cited page.
Satisfactory	Demonstration of ability to locate secondary sources. Effective integration of the most effective in providing evidence.	Most source material is acceptable evidence in evaluating relevant and key points in the overall argument. Secondary sources are acceptably integrated into the paper with a satisfactory balance of material and discussion. Correctly documented within the paper and at the end through the works cited page.
Unsatisfactory	Failure to locate secondary sources. Ineffective integration of the most effective in providing evidence.	Little to no good evidence provided by secondary source(s). Citations predominantly incorrect or nonexistent. Little cited evidence predominantly incorrect or nonexistent.

### Justification for Change (include data from previous assessment records)

As with the original SLO #1, the Literature Committee determined that assessment of too many elements was being attempted in an original SLO #2. Therefore, the committee chose to separate the SLO into two separate outcomes. The new SLO #3 will only focus on students' use of primary source material to contextualize a work of literature and to support their analysis of the contextualization and thematic/aesthetic significance through their writing assignments. New SLO #4 will focus solely on students' use of secondary sources to support their argument. Previously, the assessment of the SLO incorporated all aspects into a single rubric. By separating the SLOs and the rubric, instructors will be better able to isolate specific data relating to students' separate understanding of primary and secondary source use and to respond to students' needs with appropriate instruction.



## SLO 2:

<p><b>Week 3:</b> August 29- September 2</p>	<p><b>Being a Successful Student</b></p>	<p style="text-align: right;"><i>date/time will result in being dropped from the course.</i></p> <p>1.) Read:</p> <ul style="list-style-type: none"> <li>● The following articles from UNC's Writing Center:             <ul style="list-style-type: none"> <li>○ [Writing about] Literature</li> <li>○ Poetry Explications</li> <li>○ [Writing about] Drama</li> </ul> </li> </ul> <p>2.) View:</p> <ul style="list-style-type: none"> <li>● CSUDH Library's "Introduction to Citation Styles: MLA 9<sup>th</sup> Ed."</li> </ul> <p>3.) Read:</p> <ul style="list-style-type: none"> <li>● The following pages from the <i>Purdue OWL</i> website:             <ul style="list-style-type: none"> <li>○ "MLA In-text Citations: The Basics"</li> <li>○ "MLA Formatting Quotations"</li> <li>○ "MLA Works Cited Page: Basic Format"</li> </ul> </li> <li>● The following articles from Bowdoin College:             <ul style="list-style-type: none"> <li>○ "The Common Types of Plagiarism"</li> <li>○ "Examples of Plagiarism"</li> <li>○ "When to Cite"</li> </ul> </li> </ul> <p>3.) Consider these additional resources:</p> <ul style="list-style-type: none"> <li>● The <i>Purdue OWL</i> website lists several example Works Cited entries from books, periodicals, electronic sources, and other common sources. Use the menu on the left side to explore MLA resources.</li> <li>● The "MLA &amp; Plagiarism" folder located in the "Tutorials &amp; Other Resources" page in the Blackboard menu offers further resources as well.</li> </ul> <p>4.) Complete by <b>*Friday, September 2nd at 11:59pm:</b></p> <ul style="list-style-type: none"> <li>● Quiz on Weeks 2 &amp; 3 Materials</li> </ul>
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## SLO 2:

<p><b>Week 4:</b> September 5-9 <i>*Labor Day is Monday, September 5th. The college will be closed!</i></p>	<p><b>Unit 1: East Asian &amp; Enlightenment Drama</b></p>	<ul style="list-style-type: none"> <li>● Quiz on Weeks 2 &amp; 3 Materials</li> </ul> <p>1.) Read:</p> <ul style="list-style-type: none"> <li>● "Essay #1: Reading Response" Assignment Sheet</li> <li>● Example "Essay #1: Reading Response" with Feedback on Writing and Citation</li> </ul> <p>2.) View:</p> <ul style="list-style-type: none"> <li>● Video Introduction for Unit 1</li> </ul> <p>3.) Read the following background works from Volume D of the textbook:</p> <ul style="list-style-type: none"> <li>● "East Asian Drama" (pp. 3-5)</li> <li>● "Zeami Motokiyo, ca. 1363-1143" (pp. 5-7)</li> <li>● "The Enlightenment in Europe and the Americas" (pp. 91-99)</li> <li>● "What is Enlightenment?" (pp. 101-104)</li> <li>● "Molière (Jean-Baptiste Poquelin), 1622-1673" (pp. 141-143)</li> </ul> <p>4.) Read the following literary works from Volume D of the textbook:</p> <ul style="list-style-type: none"> <li>● Zeami's <i>Atsumori</i> (pp. 7-15)</li> <li>● Molière's <i>Tartuffe</i> (pp. 144-197)</li> </ul> <p>5.) Complete by <b>*Friday, September 9th at 11:59pm:</b></p>	<p><b>Week 9:</b> October 10-14</p> <p><b>Unit 5: Modernity and Modernism</b></p>	<p>1.) View:</p> <ul style="list-style-type: none"> <li>● Video Introduction for Unit 5</li> </ul> <p>2.) Read:</p> <ul style="list-style-type: none"> <li>● "Essay #2: LIT-O Project" Assignment Sheet</li> <li>● Example "Essay #2: LIT-O Project" with Feedback on Writing and Citation</li> </ul> <p>3.) View:</p> <ul style="list-style-type: none"> <li>● ThingLink Introduction Video</li> </ul> <p>4.) Read the following background works from Volume F of the textbook:</p> <ul style="list-style-type: none"> <li>● "Modernity and Modernism, 1900-1945" (pp. 3-13)</li> <li>● "Akutagawa Ryūnosuke, 1892-1927" (pp. 331-333)</li> <li>● "Jorge Luis Borges, 1899-1986" (pp. 452-455)</li> </ul> <p>5.) Read the following literary works from Volume F of the textbook:</p> <ul style="list-style-type: none"> <li>● Akutagawa's "In a Bamboo Grove" (pp. 333-339)</li> <li>● Borges' "The Garden of Forking Paths" (pp. 455-462)</li> </ul> <p>6.) Complete by <b>*Friday, October 14th at 11:59pm:</b></p> <ul style="list-style-type: none"> <li>● Quiz on Week 9 Materials</li> </ul>
<p>ENG 272 Online</p>		<ul style="list-style-type: none"> <li>● Quiz on Week 4 Materials</li> <li>● Sign-Up for "Essay #1: Reading Response"</li> </ul>		

**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><b>SLO 1:</b> Recognize theories of the nature of communication and apply knowledge of these theories.</p>	<p>Students will answer embedded <a href="#">questions in a unit exam</a> 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 an exam.</p>	<p><b>Fall 2021-Summer 2022</b> 79% 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><b>Number of Students Assessed:</b> 19 Students assessed/1 section</p> <p><b>Annual Summary:</b> 15/19 students fulfilled this outcome.</p>	<p><b>Observations/Changes:</b> During the current year, 79% of students demonstrated knowledge of theories of the nature of communication in quizzes/exams. This year's assessment included <a href="#">outside readings</a> with additional material for review. Instructors included additional questions that covered more <a href="#">Supporting Textbook Material</a>. The 2021-2022 exams were expanded to include more fill-in-the-blank and short-answer questions in order to accommodate additional learning styles. Also, students were encouraged to reference the Weekly Assignment Readings in their <a href="#">critical thinking discussion questions</a> as a way to continue applying mass communication theories to course work. This year marks the end of the current assessment cycle. Instructors have worked to improve this aspect of the course and will work to improve another area for the next cycle. Going forward, more emphasis may be placed on mass communication. For the next assessment cycle, SLOs will be examined and revised to better suit content of this mass communications survey course (<a href="#">syllabus</a>). For the next assessment cycle, the committee has selected a <a href="#">new set of SLOs</a> that focus on different <a href="#">course objectives</a>. The new SLO#1 will focus on students' ability to demonstrate knowledge of regulatory controls which affect mass media and the First Amendment. Instructors will use weekly discussion questions to apply the material. Students will be assessed using <a href="#">First Amendment Exam Questions</a></p>
<p><b>SLO 2:</b> Utilize an organization pattern suitable for a simple print publication.</p>	<p>Students complete a writing assignment using real-world examples to demonstrate their ability to utilize an organization pattern</p>	<p>70% of students will successfully complete their writing assignment according to the updated grading rubric.</p>	<p><b>Fall 2021-Summer 2022</b> 81% of students utilized appropriate organization in their writing assignments.</p> <p><b>Number of Students Assessed:</b> 27 Students assessed/1 section</p>	<p><b>Observations/Changes:</b> During 2021-2022, 81% of students successfully completed their assignment according to the rubric. To improve student success, instructors placed more emphasis on mass communication and journalistic writing. To meet SLO#2, a <a href="#">Writing Assignment Rubric</a> was utilized to assess students' ability to produce writing suitable</p>

	<p>suitable for a simple print publication.</p> <p><a href="#">MCM 100 Writing Assignment Rubric</a></p>		<p><b>Annual Summary:</b> 22/27 students fulfilled this outcome.</p>	<p>for print publications. <a href="#">The Opinion Essays</a> and the <a href="#">Inverted Pyramid Writing Assignment</a> have provided students with expanded opportunities to explore how mass media industries are impacted by major shifts in how media is distributed in our society along with technological advancements. It has been beneficial to expand the understanding of industry/technological shifts in these essays. For the next assessment cycle, the department will focus on how the First Amendment, Copyright Laws, and Libel Laws have shaped these changes or vice versa. This focus will be reflected in the <a href="#">course syllabus</a>. The new SLO#2 will examine students' ability to demonstrate knowledge of regulatory controls which affect mass media and Copyright Laws. Instructors will use weekly discussion questions and monthly exam questions (T/F, MC, FIB) <a href="#">2022 Copyright Laws Exam Questions</a> will be used to assess SLO 2. SLO#3 will assess students' ability to demonstrate knowledge of regulatory controls which affect mass media and Libel Laws. Students will be complete weekly discussion questions, and monthly exam questions (T/F, MC, FIB) <a href="#">2022 Libel Laws Exam Questions</a> will be used to assess this SLO.</p>
<p><b>Plan submission date: 9/23/2022</b></p>			<p><b>Submitted by:</b> <b>Communications Department</b></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

9jefersonstate.edu/webapps/assessment/review/review.jsp?attempt\_id=\_3612963\_1&course\_id=\_39101\_1&content\_id=\_1527260\_1&retu

## SLO 1:

### MCM 100 Weekly Assigned Readings

#### Week 1 Assigned Reading

<https://www.thewrap.com/people-spend-more-17-day-consuming-media-study-finds-21009/>

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>

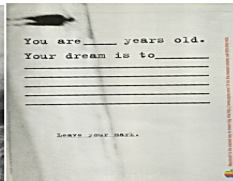
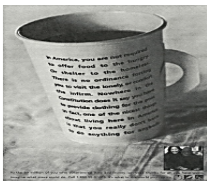
American Society of Journalists and Authors Website

#### 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:

# 30 Great Mass Media Conversation Questions

Last Updated on: August 26, 2021 by José Manuel

OPEN

Bulk O-Rings Manufacturer

✕

Ad

The **mass media** is a diversified collection of media technologies that reach a large audience via mass communication.

The technologies through which this communication takes place include a variety of outlets.

Broadcast media transmit information electronically, via such media as film, radio, recorded music, or television.

Digital media comprises both Internet and mobile mass communication.

Internet media comprise such services as email, social media sites, websites, and Internet-based radio and television.

## SLO 1:

### Chapter 1: Critical Thinking Discussion Points

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

### Chapters 5 & 6: Critical Thinking Discussion Points

- 1) Discuss the response of the music industry to file sharing, and evaluate the extent to which it has been successful in protecting recording artists and recording companies. Do you believe the various US court decisions covering music copyright infringement will stop illegal file sharing?
- 2) Discuss the "War of the Worlds" broadcast and its effects upon its audience. How did it change people's perceptions of radio?

### Chapter 9: Critical Thinking Discussion Points

- 1) What communications role do social networks play in today's society? What role do social media play in your life?
- 2) Discuss the role of the US government and internet service providers in regulating activity/content on the Internet. What are your thoughts on net neutrality?

### Chapter 14: Critical Thinking Discussion Points

- 1) List and describe the four elements necessary to prove libel. Why are so few libel cases successful?
- 2) List and explain two major events or legal decisions in the evolution of the interpretation of the First Amendment in America from its beginnings to today.

### Chapter 15: Critical Thinking Discussion Points

- 1) When you read about high-profile media ethics cases like the ones in Chapter 15 of your textbook, what should you remember about the possibility that what you read, hear or see in the mass media may not be true, or at least not what you understand it to be? How does this affect the way you obtain or critically analyze print, broadcast and internet information?
- 2) What medium (television, print, internet, radio) do you believe delivers the most unbiased reporting? Why?

## SLO 1:

Instructor: Misty H. Taylor  
Office Hours: Online Appointment Only  
Email: mhtaylor@jeffersonstate.edu

Department of Communication – Shelby/Hoover Campus  
General Studies Building 216  
Department Phone: 205-983-5980

**Credit Hours:** 3

**Prerequisites:** None

**Required Text:** John Bender, Writing and Reporting for the Media, 12th Edition

**Suggested:** Associated Press Stylebook, a recent addition, widely available online.

**Class Location/Time:** All components of this course will be delivered online via Blackboard. Email helpdesk@jeffersonstate.edu for technical support with Blackboard.

**Technological Requirements:** High-speed Internet access is required for this course and all written assignments MUST be submitted in Microsoft Word or PDF formats.

**Course Description:** Introduction to the technique, form, style, and content of writing for the mass media, with attention to the various formats used in journalism, telecommunications, advertising, public relations and Internet communications.

**Course Competencies:**

- A. The student will develop basic competence in journalistic and related styles.
- B. The student will demonstrate basic understanding of print publication, television, and digital layout, format, and graphics.
- C. The student will demonstrate basic understanding of operational considerations affecting broadcast, print, and digital properties.

**Student Learning Outcomes:**

The student will demonstrate basic understanding of operational considerations affecting broadcast, print, and digital properties:

1. Duties of editors.
2. Duties of public relations practitioners.
3. Duties of journalists and photographers.

## SLO 1:

**Old Student Learning Outcome #1:** The student will be able to demonstrate knowledge of theories of the nature of communication.

**New Student Learning Outcome#1:** Students will demonstrate knowledge of the first amendment.

**Old Assessment Model:** Students will answer embedded questions on an exam about the theories of the nature of communication.

**New Assessment Model:** Set of questions on an exam/quiz

**Justification for Change:** Students have been very successful, often 100%, with the previous SLO over the past few assessment cycles; the department will focus on other course objectives in this intro to mass media course.

**Old Student Learning Outcome #2:** The student will be able to complete a written assignment suitable for simple print publications.

**New Student Learning Outcome#2:** Students will demonstrate knowledge of copyright laws.

**Old Assessment Model:** Students will complete a project demonstrating their ability to write for print publications. Students will successfully complete their assignment according to the grading rubric.

**New Assessment Model:** Set of questions on an exam/quiz

**Justification for Change:** Students have been very successful, often 100%, with the previous SLO over the past few assessment cycles; instruction on AP Style seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

**Old Student Learning Outcome #3:** N/A

**New Student Learning Outcome#3:** Students will demonstrate knowledge of libel laws.

**Old Assessment Model:** N/A

**New Assessment Model:** Set of questions on an exam/quiz

**Justification for Change:** Focusing on different objectives of Introduction to Mass Communications course.

## SLO 1:

- V. **General Course Competencies**
- A. The student will demonstrate knowledge of theories concerning the nature of mass communication.
  - B. The student will demonstrate knowledge of practical applications of the major communications media.
  - C. The student will demonstrate knowledge of elements of regulatory controls which affect mass media in practical applications.
- VI. **Course Objectives stated in Performance Terms**  
During the course, the student will do the following under the guidance of the instructor:
- A. Demonstrate knowledge of theories concerning the nature of mass communications
    - 1. Demonstrate understanding of the process of communication
    - 2. Demonstrate understanding of the elements of mass communication
    - 3. Demonstrate knowledge of theories concerning the effects of media upon society
- 

- B. Demonstrate knowledge of practical applications
  - 1. Demonstrate knowledge considerations for print media
  - 2. Demonstrate knowledge of developments in digital media
  - 3. Demonstrate knowledge of photographic media applications
  - 4. Accomplish a write-up suitable for simple print publications
  - 5. Demonstrate skills essential to conduct a broadcast style interview
  - 6. Demonstrate knowledge of skills/requirements applicable to public relations and advertising fields
- C. Demonstrate knowledge of regulatory controls which affect mass media
  - 1. Significance of the First Amendment
  - 2. Copyright laws
  - 3. Libel laws
  - 4. The Federal Communications Commission's functions and powers
  - 5. The Federal Trade Commission's functions and powers

## SLO 1:

### First Amendment Exam Questions

- 1) (Chapter 14: pg. 278) The belief that the U.S. press should be free from government control originated with the:
  - a. **First Amendment.**
  - b. Sixth Amendment.
  - c. Magna Carta.
  - d. Declaration of Independence.
  
- 2) (Chapter 14: pg. 278) Modern interpretation of the free speech protections of the First Amendment began in 1964 with the landmark \_\_\_\_\_ case.
  - a. Gertz v. Welch Inc.
  - b. **New York Times v. Sullivan**
  - c. Herbert v. Lando
  - d. Masson v. New Yorker Magazine
  
- 3) (Chapter 14: pg. 286) T/F: The U.S. Supreme Court has held that obscenity is protected by the First Amendment.  
**Answer: F**
  
- 4) First Amendment protections shield the media from government enforcement of specific codes of conduct, except when \_\_\_\_\_ mistakes also are judged by the courts to be \_\_\_\_\_ mistakes.  
**ethical / legal**
  
- 5) (Chapter 14: pg. 278) Congress shall make no law respecting an establishment of \_\_\_\_\_, or prohibiting the free exercise thereof; or abridging the freedom of \_\_\_\_\_, or of the \_\_\_\_\_; or the right of the people peaceably to \_\_\_\_\_, and to petition the Government for a redress of grievances.  
**religion / speech / press / assemble**
  
- 6) (Chapter 14: pg. 286) The test of obscenity that states "whether to the average person, applying contemporary community standards, the dominant theme of the material taken as a whole appeals to prurient interests" is called the \_\_\_\_\_.

## SLO 2:

	Needs Improvement	Satisfactory	Excellent
Organization of Content	<ul style="list-style-type: none"> <li>• Introductory statement is limited</li> <li>• Body of supporting material is limited</li> <li>• Conclusion is limited</li> <li>• Rare utilization of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory statement is present and acceptable</li> <li>• Body of supporting material is present and acceptable</li> <li>• Conclusion is present and acceptable</li> <li>• Suitable transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory statement is present and effective</li> <li>• Body of supporting material is present and commendable</li> <li>• Conclusion is present and commendable</li> <li>• Smooth and enriching transitions</li> </ul>
Technical Writing Components	<ul style="list-style-type: none"> <li>• Limited control of standard writing conventions (spelling/punctuation/grammar) – errors interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate control of standard writing conventions (spelling/punctuation/grammar) – errors do not interfere with meaning and are limited</li> </ul>	<ul style="list-style-type: none"> <li>• Commendable control of standard writing conventions (spelling/punctuation/grammar) – very few or no errors</li> </ul>
Assignment Guidelines	<p>Two or more of the following guidelines were not met:</p> <ul style="list-style-type: none"> <li>• Word count (350-450)</li> <li>• Font size (Times New Roman 12pt)</li> <li>• Spacing (double-spaced)</li> <li>• Submission requirements (Adobe PDF or MS Word)</li> </ul>	<p>Three of the four following guidelines were met:</p> <ul style="list-style-type: none"> <li>• Word count (350-450)</li> <li>• Font size (Times New Roman 12pt)</li> <li>• Spacing (double-spaced)</li> <li>• Submission requirements (Adobe PDF or MS Word)</li> </ul>	<p>All of the following guidelines were met:</p> <ul style="list-style-type: none"> <li>• Word count (350-450)</li> <li>• Font size (Times New Roman 12pt)</li> <li>• Spacing (double-spaced)</li> <li>• Submission requirements (Adobe PDF or MS Word)</li> </ul>

## 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:



### Teacher's Corner: Journalism

*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.*

In the United States, journalism is an important part of day-to-day life. In the United States, people expect journalists to follow the actions of the government and report it to the people. Journalists are so important that the work of the press is protected by the U.S. Constitution which states, "Congress shall make no law abridging the freedom of the press."

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. Each of the

#### Resources

Journalism  
■ Text (PDF)



## SLO 2:

Instructor: Misty H. Taylor

Office Hours: Online Appointment Only

Email: [mhtaylor@jeffersonstate.edu](mailto:mhtaylor@jeffersonstate.edu)

Department of Communication – Shelby/Hoover Campus

General Studies Building 216

Department Phone: 205-983-5980

**Credit Hours:** 3

**Prerequisites:** None

**Required Text:** John Bender, *Writing and Reporting for the Media*, 12th Edition

**Suggested:** Associated Press Stylebook, a recent addition, widely available online.

**Class Location/Time:** All components of this course will be delivered online via Blackboard. Email [helpdesk@jeffersonstate.edu](mailto:helpdesk@jeffersonstate.edu) for technical support with Blackboard.

**Technological Requirements:** High-speed Internet access is required for this course and all written assignments MUST be submitted in Microsoft Word or PDF formats.

**Course Description:** Introduction to the technique, form, style, and content of writing for the mass media, with attention to the various formats used in journalism, telecommunications, advertising, public relations and Internet communications.

#### Course Competencies:

- The student will develop basic competence in journalistic and related styles.
- The student will demonstrate basic understanding of print publication, television, and digital layout, format, and graphics.
- The student will demonstrate basic understanding of operational considerations affecting broadcast, print, and digital properties.

#### Student Learning Outcomes:

The student will demonstrate basic understanding of operational considerations affecting broadcast, print, and digital properties:

- Duties of editors.
- Duties of public relations practitioners.
- Duties of journalists and photographers.

## SLO 2:

### 2022 Copyright Laws Exam Questions

- 1) (Chapter 9: pg. 187) The law designed to prevent illegal copying of material on the Internet is \_\_\_\_\_.  
**Answer Contains: Digital Millennium Copyright Act**
- 2) (Chapter 2: pg. 29) The International Copyright Law of 1891 required:
  - a. that only American authors had to be paid for their works.
  - b. that all authors had to give permission to publish their work.**
  - c. that foreign authors be paid less for their work.
  - d. that publishers did not have to pay royalties to any author.
- 3) (Chapter 9: pg. 187) Napster was ordered to shut down in 2001 for:
  - a. blanket licensing.
  - b. direct sales.
  - c. copyright infringement.**
  - d. technological imperfections.
  - e. none of the above
- 4) (Chapter 14: pg. 301) The New York Times Co. v. Tasini Supreme Court decision affirmed that \_\_\_\_\_ separately own the electronic rights to material they have written.  
**freelance writers**
- 5) (Chapter 14: pg. 300) The legal right of ownership of ideas and content published in any medium is defined as:
  - a. Intellectual Property Rights**
  - b. Copyright Alert Rights
  - c. File Sharing Rights
  - d. Digital Millennium Rights

## SLO 2:

### 2022 Libel Laws Exam Questions

- 1) (Chapter 14: pg. 291) To prove libel, someone must show that:
  - a. the statement injured the person's reputation or income or caused mental anguish.
  - b. the statement was communicated to a third party.
  - c. the journalist or the print or broadcast organization is at fault.
  - d. All of these answers are correct.**
- 2) (Chapter 14: pg. 291) Which of the following is not a defense against libel suit for a press organization?
  - a. truth
  - b. privilege
  - c. the First Amendment**
  - d. fair comment
- 3) (Chapter 14: pg. 287) A true statement that damages a person's character or reputation by exposing that person to public ridicule or contempt.  
**Answer: F (s/b a false statement)**
- 4) (Chapter 14: pg. 290) The 1974 case Gertz v. Robert Welch, established \_\_\_\_\_ is not libelous.  
**opinion**
- 5) (Chapter 14: pg. 290) Today, people involved in libel suits are classified as \_\_\_\_\_ or \_\_\_\_\_ figures.  
**public / private**

Course Student Learning Outcomes & Assessment Plan for MCM 102				
Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p><b>SLO 1:</b> Students will use credible sources in reporting an objective news story.</p>	<p>A rubric will be used to assess student writing.</p>	<p>70% of students will correctly use credible sources in completion of an objective feature news story.</p> <p><a href="#">Writing Rubric</a></p> <p><a href="#">Final Story Writing Assignment</a></p> <p><a href="#">Interview Source Template</a></p>	<p><b>Fall 2021-Summer 2022:</b> 81% of students correctly used credible sources in completion of an objective feature news story.</p> <p><b>Number of Students Assessed:</b> 27 students assessed/2 sections</p> <p><b>Annual Summary:</b> 22 students fulfilled this outcome.</p> <p>This is a low enrollment course with only 2 sections being offered this year.</p>	<p>The majority of students assessed used credible sources in reporting an objective news story. For the 2021-2022 cycle, instructors focused on how to guide students and measure the ability for students to successfully select and interview credible sources for feature and investigative story reporting. Students were assessed using weekly <a href="#">writing exercises</a> and required source templates for their Final Story Writing Assignments. The exercises, quizzes, and source templates all proved to be successful in guiding students on the process for selecting and using credible sources to report stories. This year marked the end of the current 3-year assessment cycle. For future SLOs, it is important to focus on the role of editors in the field of journalism and to identify how their role also supports the credibility of journalists; therefore, the department has identified <a href="#">new SLOs for the next assessment cycle</a>. These will be reflected in the <a href="#">fall syllabus</a>. Students will be assessed using <a href="#">weekly chapter quiz questions</a> and final exam questions.</p>

<p><b>SLO 2:</b> Students will utilize AP format and style in feature writing.</p>	<p>Students will write a feature story that demonstrates correct use of AP style.</p>	<p>70% of students will use AP style correctly in a feature story.</p> <p><a href="#">AP Style Quizzes</a></p> <p><a href="#">AP Style Assessment</a></p> <p><a href="#">Writing Rubric</a></p>	<p><b>Fall 2021-Summer 2022:</b> 81% of students used AP style correctly in a feature story.</p> <p><b>Number of Students Assessed:</b> 27 Students assessed/2 sections</p> <p><b>Annual Summary:</b> 22 students fulfilled this outcome.</p> <p>This is a low enrollment course with only 2 sections being offered this year.</p>	<p>Most students were able to use AP Style in their writing. Instructors included <a href="#">exercises</a> to prepare students for the feature story assignment. To emphasize AP Style, a total of four <a href="#">AP Style Guidelines quizzes</a> (20 questions each) focused solely on AP Style Guidelines followed by an AP Style Assessment (50 questions total) that was executed in the first five weeks of the course. After completing AP quizzes and an assessment, AP Style Guidelines were applied and assessed in Feature and Investigative Story writing assignments. This approach proved to be very successful as a way to measure a student’s understanding of AP Style Guidelines and how to apply those to writing assignments. Additionally, a rubric was used to assess use of AP Style in the final writing assignment. Since instructors have worked to improve instruction and practice with AP Style, the department will focus on different learning outcomes for the next assessment cycle. The new SLO 2 will focus on duties of public relations practitioners. Students will be assessed using Quiz/Exam Questions. SLO 3 will focus on duties of journalists and photographers. Students will be assessed using weekly Quiz/Exam Questions.</p>
<p><b>Plan submission date: 9/23/2022</b></p>			<p><b>Submitted by: Communications Department</b></p>	

## SLO 1:

Rubric	Needs Improvement	Satisfactory	Excellent
<b>Selection &amp; Organization of Content</b>	<ul style="list-style-type: none"> <li>Topic was not suitable and was not submitted in a timely manner</li> <li>Introductory statement is limited</li> <li>Body of supporting material is limited</li> <li>Conclusion is limited</li> <li>Rare utilization of transitions</li> <li>Not appropriate/credible and/or fewer than required number of sources used</li> </ul>	<ul style="list-style-type: none"> <li>Topic was suitable but not submitted in a timely manner</li> <li>Introductory statement is present and acceptable</li> <li>Body of supporting material is present and acceptable</li> <li>Conclusion is present and acceptable</li> <li>Suitable transitions</li> <li>Appropriate and credible and required number of interview sources used</li> </ul>	<ul style="list-style-type: none"> <li>Topic was suitable and submitted in a timely manner</li> <li>Introductory statement is present and effective</li> <li>Body of supporting material is present and commendable</li> <li>Conclusion is present and commendable</li> <li>Smooth and enriching transitions</li> <li>Interview sources were appropriate and credible, met required number and enhanced the story in a meaningful way</li> </ul>
<b>Technical Writing Components</b>	<ul style="list-style-type: none"> <li>Limited control of standard writing conventions (spelling/punctuation/grammar) – errors interfere with meaning</li> <li>AP style guidelines – four or more different errors</li> </ul>	<ul style="list-style-type: none"> <li>Adequate control of standard writing conventions (spelling/punctuation/grammar) – errors do not interfere with meaning and are limited</li> <li>AP style guidelines – two to three different errors</li> </ul>	<ul style="list-style-type: none"> <li>Commendable control of standard writing conventions (spelling/punctuation/grammar) – very few or no errors</li> <li>AP style guidelines – no more than one error</li> </ul>
<b>Assignment &amp; Print Copy Format Guidelines</b>	Two or more of the following guidelines were not met: <ul style="list-style-type: none"> <li>Word count (500-600)</li> <li>Page setup</li> <li>Typing rules</li> <li>Copy identification</li> <li>Succeeding pages/end of copy</li> <li>Submission requirements met (Adobe PDF or MS Word)</li> </ul>	Four of the six following guidelines were met: <ul style="list-style-type: none"> <li>Word count (500-600)</li> <li>Page setup</li> <li>Typing rules</li> <li>Copy identification</li> <li>Succeeding pages/end of copy</li> <li>Submission requirements met (Adobe PDF or MS Word)</li> </ul>	All of the following guidelines were met: <ul style="list-style-type: none"> <li>Word count (500-600)</li> <li>Page setup</li> <li>Typing rules</li> <li>Copy identification</li> <li>Succeeding pages/end of copy</li> <li>Submission requirements met (Adobe PDF or MS Word)</li> </ul>

## SLO 1:

### 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 **11/10/22** and your story is due by **12/1/22**.

Unit 2 Writing Assignment Requirements	Due Dates
Submit Topic and Interview Subjects in Blackboard	11/10/22
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	12/1/22

### 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:

Student Name	
Story Topic	
Name of Interviewee	
Interviewee Contact Information	
Interviewee Occupation/Subject Area Expertise	
Date of Interview	
Interview Contact Format (interview was conducted via phone, in-person or email?)	
Was a follow-up interview conducted? If so, when?	
<b>Steps in Preparing for an Interview (Page 239 of Textbook)</b>	
1) Define the purpose. Is this a news, feature or investigative interview? What information is necessary for the story?	
2) Decide whom to interview. Sometimes the choices are obvious; other times the reporter may have to research who the best sources are.	
3) Assess the character of the interviewee. This may be crucial for feature and investigative interviews where the reporter will have to shape the interview strategy to the interviewee's character.	
4) Identify the areas of inquiry. What topics will the interview focus on? What questions will yield the information necessary to write about those topics?	
5) Anticipate possible answers to questions. Reporters often can predict an interviewee's answers from their advance research. On the basis of those predictions, they can plan the interview and prepare possible follow-up questions.	

## SLO 1:

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

### Question 1 0 out of 0.5 points

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

Selected Answer:  [None Given]

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

## SLO 1:

**Old Student Learning Outcome #1:** The student will be able to report an objective news story using credible sources.

**New Student Learning Outcome#1:** Students will demonstrate knowledge of the duties of editors.

**Old Assessment Model:** Students will write a news story requiring research for a class assignment.

([grading](#) rubric used to assess)

**New Assessment Model:** Set of questions on an exam/quiz

**Justification for Change:** Students have been very successful, often 100%, with the previous SLO over the past few assessment cycles; instruction on writing objectively seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

**Old Student Learning Outcome #2:** The student will be able to utilize AP style correctly in a written assignment.

**New Student Learning Outcome#2:** Students will demonstrate knowledge of the duties of public relations practitioners.

**Old Assessment Model:** Means of Assessment: Students will complete writing assignment using AP style. ([grading](#) rubric used to assess)

**New Assessment Model:** Set of questions on an exam/quiz

**Justification for Change:** Students have been very successful, often 100%, with the previous SLO over the past few assessment cycles; instruction on AP Style seems to be effective. The department would like to shift focus for the next assessment cycle, assessing other important aspects of the course.

**Old Student Learning Outcome #3:** N/A

**New Student Learning Outcome#3:** Students will demonstrate knowledge of the duties of journalists and photographers.

**Old Assessment Model:** N/A

**New Assessment Model:** Set of questions on an exam/quiz

**Justification for Change:** Focusing on key aspects of Writing for the Media course

## SLO 1:

Instructor: Misty H. Taylor

Office Hours: Online Appointment Only

Email: [mhtaylor@jeffersonstate.edu](mailto:mhtaylor@jeffersonstate.edu)

Department of Communication – Shelby/Hoover Campus

General Studies Building 216

Department Phone: 205-983-5980

**Credit Hours:** 3

**Prerequisites:** None

**Required Text:** John Bender, Writing and Reporting for the Media, 12th Edition

**Suggested:** Associated Press Stylebook, a recent addition, widely available online.

**Class Location/Time:** All components of this course will be delivered online via Blackboard. Email [helpdesk@jeffersonstate.edu](mailto:helpdesk@jeffersonstate.edu) for technical support with Blackboard.

**Technological Requirements:** High-speed Internet access is required for this course and all written assignments MUST be submitted in Microsoft Word or PDF formats.

**Course Description:** Introduction to the technique, form, style, and content of writing for the mass media, with attention to the various formats used in journalism, telecommunications, advertising, public relations and Internet communications.

### **Course Competencies:**

- A. The student will develop basic competence in journalistic and related styles.
- B. The student will demonstrate basic understanding of print publication, television, and digital layout, format, and graphics.
- C. The student will demonstrate basic understanding of operational considerations affecting broadcast, print, and digital properties.

### **Student Learning Outcomes:**

The student will demonstrate basic understanding of operational considerations affecting broadcast, print, and digital properties:

1. Duties of editors.
2. Duties of public relations practitioners.
3. Duties of journalists and photographers.

## SLO 1:

### 2022 Quiz/Exam Questions

- 1) Which of the following encapsulates the various skills journalists need:
  - a. **The Pyramid of Journalism Competence**
  - b. Copy-Editing
  - c. Code of Morals
  - d. None of the above
- 2) Every journalist must be able to write \_\_\_\_\_ and \_\_\_\_\_.  
**clearly / correctly**
- 3) Every journalist must be able to make complicated issues \_\_\_\_\_ and \_\_\_\_\_.  
**understandable / interesting**
- 4) Public relations practitioners communicate with both \_\_\_\_\_ and \_\_\_\_\_ audiences for their clients.  
**internal / external**
- 5) Public relations practitioners may work within a company, a nonprofit organization, a \_\_\_\_\_ agency or for a \_\_\_\_\_.  
**government / celebrity**
- 6) Public relations practitioners partake in the following activities for their clients:
  - a. write news releases and create visual communication
  - b. research markets and evaluate the success of publicity
  - c. monitor social media and orchestrate viral campaigns online
  - d. **all of the above**
- 7) There are times when a photo editor needs to manipulate an image. Doing so is \_\_\_\_\_ only if the public is not informed that the photo has been altered.
  - a. illegal
  - b. immoral
  - c. **unethical**
  - d. legal
- 8) T/F: Newspaper editors determine the angle or element of the story that is most important to their audience.

## SLO 2:

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

### Question 1

0 out of 0.5 points

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

Selected Answer:  [None Given]

Answers:

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



## SLO 2:

User	Instructor Mary Henderson Taylor
Course	Writing for the Media
Test	AP Style Assessment(1) Copy to Print
Started	12/19/20 12:39 AM
Submitted	12/19/20 12:39 AM
Status	Completed
Attempt Score	0 out of 100 points
Time Elapsed	0 minute
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 2 points

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

Selected Answer:  [None Given]

Answers:

- a.  Police said a team of burglars robbed houses at Eleven N. Thirty-first street, 3755 West Oak Road and Five North 33rd Street.
- b.  Police said a team of burglars robbed houses at 11 N. 31st St., 3755 W. Oak Road and 5 N. 33rd St.
- c.  Police said a team of burglars robbed houses at 11 North 31st St., 3755 West Oak Road and 5 North 33rd St.
- d.  none of the above

## SLO 2:

Rubric	Needs Improvement	Satisfactory	Excellent
<b>Selection &amp; Organization of Content</b>	<ul style="list-style-type: none"> <li>Topic was not suitable and was not submitted in a timely manner</li> <li>Introductory statement is limited</li> <li>Body of supporting material is limited</li> <li>Conclusion is limited</li> <li>Rare utilization of transitions</li> <li>Not appropriate/credible and/or fewer than required number of sources used</li> </ul>	<ul style="list-style-type: none"> <li>Topic was suitable but not submitted in a timely manner</li> <li>Introductory statement is present and acceptable</li> <li>Body of supporting material is present and acceptable</li> <li>Conclusion is present and acceptable</li> <li>Suitable transitions</li> <li>Appropriate and credible and required number of interview sources used</li> </ul>	<ul style="list-style-type: none"> <li>Topic was suitable and submitted in a timely manner</li> <li>Introductory statement is present and effective</li> <li>Body of supporting material is present and commendable</li> <li>Conclusion is present and commendable</li> <li>Smooth and enriching transitions</li> <li>Interview sources were appropriate and credible, met required number and enhanced the story in a meaningful way</li> </ul>
<b>Technical Writing Components</b>	<ul style="list-style-type: none"> <li>Limited control of standard writing conventions (spelling/punctuation/grammar) – errors interfere with meaning</li> <li>AP style guidelines – four or more different errors</li> </ul>	<ul style="list-style-type: none"> <li>Adequate control of standard writing conventions (spelling/punctuation/grammar) – errors do not interfere with meaning and are limited</li> <li>AP style guidelines – two to three different errors</li> </ul>	<ul style="list-style-type: none"> <li>Commendable control of standard writing conventions (spelling/punctuation/grammar) – very few or no errors</li> <li>AP style guidelines – no more than one error</li> </ul>
<b>Assignment &amp; Print Copy Format Guidelines</b>	<p>Two or more of the following guidelines were not met:</p> <ul style="list-style-type: none"> <li>Word count (500-600)</li> <li>Page setup</li> <li>Typing rules</li> <li>Copy identification</li> <li>Succeeding pages/end of copy</li> <li>Submission requirements met (Adobe PDF or MS Word)</li> </ul>	<p>Four of the six following guidelines were met:</p> <ul style="list-style-type: none"> <li>Word count (500-600)</li> <li>Page setup</li> <li>Typing rules</li> <li>Copy identification</li> <li>Succeeding pages/end of copy</li> <li>Submission requirements met (Adobe PDF or MS Word)</li> </ul>	<p>All of the following guidelines were met:</p> <ul style="list-style-type: none"> <li>Word count (500-600)</li> <li>Page setup</li> <li>Typing rules</li> <li>Copy identification</li> <li>Succeeding pages/end of copy</li> <li>Submission requirements met (Adobe PDF or MS Word)</li> </ul>

## SLO 2:

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

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

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

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

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

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

### Week 4 (Part B) Writing Exercise - Ethics

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

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



## Assessment Record

Program: SPA 101 - Introductory Spanish I

Assessment period: Fall 2021 - Summer 2022

**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><b>SLO 1:</b> 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 paragraph describing leisurely activities, likes/dislikes, fields of</p>	<p>70% of students should meet the intended outcome.</p>	<p><b>Fall 2021</b> <b><u>Shelby Campus (Traditional)</u></b> 28 students assessed. 23 were successful. Successful: 82.1%</p> <p><b><u>Online</u></b> 100 students assessed. 82 were successful. Successful: 82.0%</p> <p><b><u>Dual Enrollment at HS</u></b> 33 students assessed. 31 were successful. Successful: 93.9%</p>	<p>Give <a href="#">additional writing activities</a> that focus on areas that students need most help with. Such activities could include online journal writing, responding to writing prompts, writing corrections in Spanish, and engaging students in daily communication using Spanish.</p>

	study or making a self-introduction.		<p><b>Spring 2022</b> <b><u>Shelby Campus (Traditional)</u></b> 11 students assessed. 9 were successful. Successful: 81.8%</p> <p><b><u>Online</u></b> 102 students assessed. 92 were successful. Successful: 90.2%</p> <p><b>Summer 2022</b> <b><u>Online</u></b> 66 students assessed. 57 were successful. Successful: 86.4%</p>	
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<p><b>SLO 2:</b> 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 answer information questions in order to create a blog.</p>	<p>70% of students should meet the intended outcome.</p>	<p><b>Fall 2021</b> <b><u>Shelby Campus (Traditional)</u></b> 28 students assessed. 24 were successful. Successful: 85.7%</p> <p><b><u>Online</u></b> 100 students assessed. 85 were successful. Successful: 85.0%</p> <p><b><u>Dual Enrollment at HS</u></b> 33 students assessed. 29 were successful. Successful: 87.9%</p> <p><b>Spring 2022</b> <b><u>Shelby Campus (Traditional)</u></b> 11 students assessed. 8 were successful. Successful: 72.7%</p> <p><b><u>Online</u></b> 102 students assessed. 87 were successful. Successful: 85.3%</p> <p><b>Summer 2022</b> <b><u>Online</u></b> 66 students assessed. 57 were successful. Successful: 86.4%</p>	<p>Record correct pronunciation techniques for students who have pronunciation issues so they have a model to apply to their areas of weakness in the spoken language using the shadowing technique.</p> <p><a href="#">Provide additional activities and transcripts</a> to support linguistic growth using activities that focus on phonetics, repetition, intonation, and stress.</p> <p>Emphasize simple questions and statements, high-frequency commands, and discussing highly predictable, everyday topics</p>
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<p><b>SLO 3:</b> 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 create a short writing assignment on a cultural topic that required research.</p>	<p>70% of students should meet the intended outcome.</p>	<p><b>Fall 2021</b> <b><u>Shelby Campus (Traditional)</u></b> 28 students assessed. 23 were successful. Successful: 82.1%</p> <p><b><u>Online</u></b> 100 students assessed. 61 were successful. Successful: 61.0%</p> <p><b><u>Dual Enrollment at HS</u></b> 33 students assessed. 33 were successful. Successful: 100%</p> <p><b>Spring 2022</b> <b><u>Shelby Campus (Traditional)</u></b> 11 students assessed. 8 were successful. Successful: 72.7%</p> <p><b><u>Online</u></b> 102 students assessed. 75 were successful. Successful: 73.5%</p> <p><b>Summer 2022</b> <b><u>Online</u></b> 66 students assessed. 55 were successful. Successful: 83.3%</p>	<p>Utilize National Geographic ¡A explorar! Of the sections of <i>Plazas, Lugar de Encuentros</i> textbook and continue using the “<u>Encuentro cultural</u>” modules from the e - book its platform MindTap (online workbook),</p> <p>Give additional independent research projects to improve cultural fluency. Strengthen cultural knowledge through activities including cross cultural study projects, participation in events with native speakers, and activities that involve engaging in heritage event celebrations.</p> <p>Make use of the activities offered in the city, i.e attending “Día de los muertos” and “<a href="#">Fiesta</a>” (Hispanic Cultural events and Latin Cultural Village) celebrated every fall.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by: Alan Davis</b></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:

The image shows a screenshot of the website for the 'Fiesta' event. At the top left is the 'FIESTA' logo in a red and yellow decorative font. To its right is a navigation menu with the following items: 'Home' (highlighted in a blue box), 'About', 'Sponsor', 'Event Details', 'Scholarship', 'Photo Gallery', and 'Contact'. The main content area features a large blue banner with white text that reads: '!Somos Familia! Feels Like Family!'. Below this, it states: '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!'. There are two yellow buttons: 'BUY TICKETS' and 'COMPRA BOLETOS'. The background of the website is a photograph of a man in a black sequined jacket and a woman in a black hat playing a guitar. Overlaid on the photo is a large '20 YEARS' graphic with a blue and yellow ribbon, and a smaller 'FIESTA' logo with the tagline 'SOMOS FAMILIA FEELS LIKE FAMILY' and decorative flourishes.





## Assessment Record

Program: SPA 102 - Introductory Spanish I

Assessment period: Fall 2021 - Summer 2022

**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><b>SLO 1:</b> 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 sentences, fill out simple forms and schedules with basic personal information,</p>	<p>70% of students should meet the intended outcome.</p>	<p><b>Fall 2021</b> <u>Online</u> 16 students assessed 14 were successful Successful: 87.5%</p> <p><b>Spring 2022</b> <u>Online</u> 30 students assessed 25 were successful Successful: 83.3%</p>	<p>Emphasize writing about highly predictable, everyday topics.</p> <p>Give <a href="#">additional writing activities</a>, like online journaling, responding to prompts, engaging students in daily communication, and writing corrections.</p>

	and write short messages and descriptions about themselves and others using learned phrases and expressions.		<p><b><u>Dual Enrollment at HS</u></b> 40 students assessed 36 were successful Successful: 90.0%</p> <p><b>Summer 2022</b> <b><u>Online</u></b> 27 students assessed 24 were successful Successful: 88.9%</p>	
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<p><b>SLO 2:</b> 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 create recordings and dialogues and answer questions using grammatical structures that cover commonly used conversation topics.</p>	<p>70% of students should meet the intended outcome.</p>	<p><b>Fall 2021</b> <b><u>Online</u></b> 16 students assessed 12 were successful Successful: 75.0%</p> <p><b>Spring 2022</b> <b><u>Online</u></b> 30 students assessed 28 were successful Successful: 93.3%</p> <p><b><u>Dual Enrollment at HS</u></b> 40 students assessed 33 were successful Successful: 82.5%</p> <p><b>Summer 2022</b> <b><u>Online</u></b> 27 students assessed 7 were successful Successful: 25.9%</p>	<p><a href="#">Create transcripts</a> to support linguistic growth using activities that focus on phonetics, repetition, intonation, and stress.</p> <p>Create recordings that model correct pronunciation techniques that student can shadow to improve their ability to speak Spanish.</p>
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<p><b>SLO 3:</b> 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>Link to example rubric</p> <p><u>Example Activity</u> One instructor asked students to complete a short writing assignment on a cultural topic that required research.</p>	<p>70% of students should meet the intended outcome.</p>	<p><b>Fall 2021</b> <u>Online</u> 16 students assessed 14 were successful Successful: 87.5%</p> <p><b>Spring 2022</b> <u>Online</u> 30 students assessed 18 were successful Successful: 60.0%</p> <p><b>Dual Enrollment at HS</b> 40 students assessed 34 were successful Successful: 85.0%</p> <p><b>Summer 2022</b> <u>Online</u> 27 students assessed 12 were successful Successful: 44.4%</p>	<p><a href="#">Emphasize describing customs, lifestyles, and environments of Spanish-speaking areas.</a></p> <p>Use independent research projects and cross-cultural study projects to improve cultural fluency.</p> <p>Encourage participation in events with native speakers and activities that involve engaging in heritage event celebrations.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by: Alan Davis</b></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:

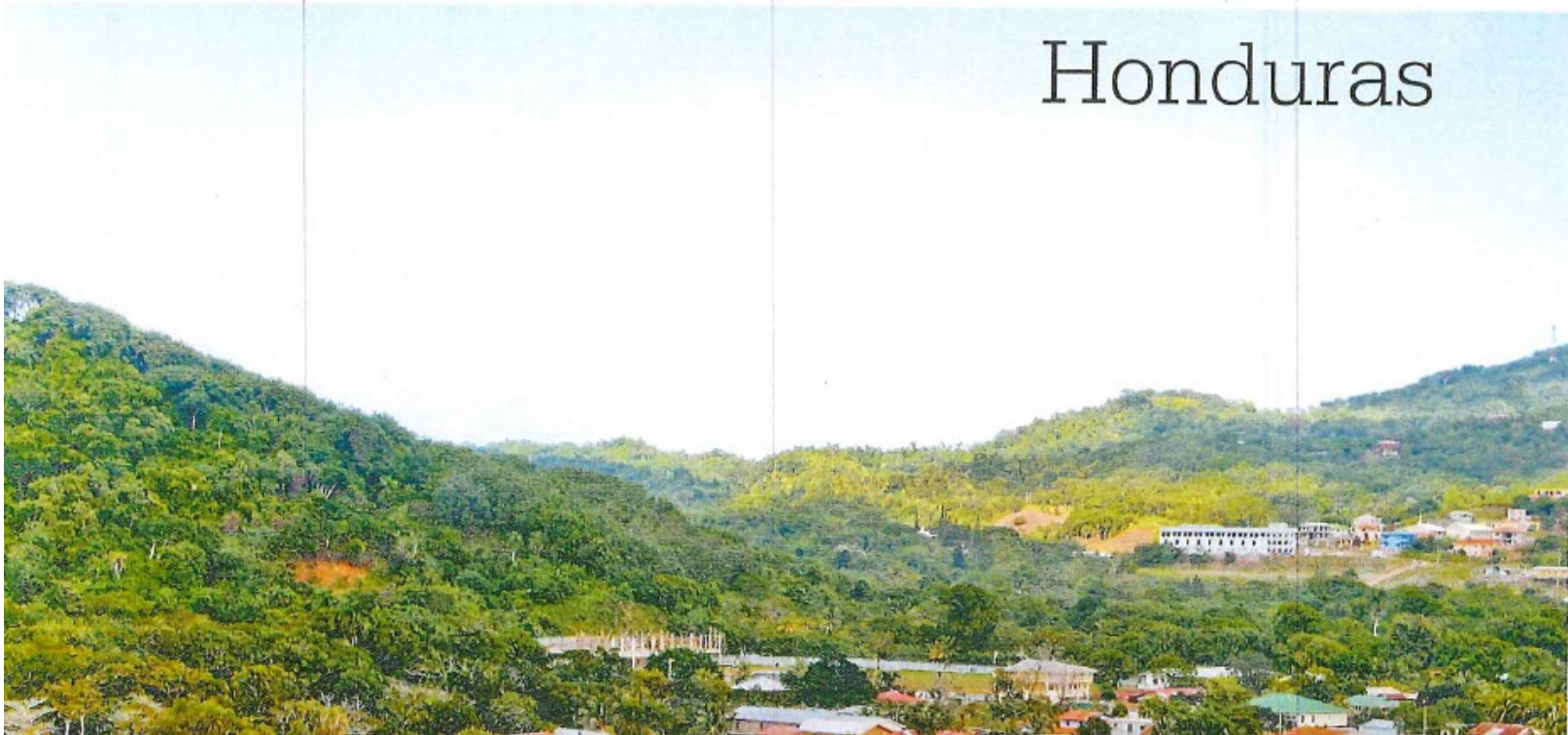
Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Rewrite: \_\_\_\_\_

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: 2021-22

**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><b>SLO 1:</b> Evaluate the validity and reliability of material from sources and use it ethically and effectively in support of an argument.</p>	<p>Students may demonstrate this ability in an assignment such as the Persuasive speech, the Persuasive essay, or the group project.</p> <p><a href="#">Sample Rubric</a></p>	<p>70% of students will demonstrate satisfactory ability to evaluate and use material from sources ethically and effectively in support of an argument.</p>	<p><b>Fall 2021-Summer 2022</b></p> <p><b>83% of students demonstrated satisfactory ability</b> to evaluate and use material from sources ethically and effectively in support of an argument.</p> <p><b>Number of Students Assessed:</b> 993 Students assessed/67sections</p> <p><b>Shelby:</b> 513/644 (80%) <b>Jefferson:</b> 75/88 (85%)</p>	<p><b>Observations/Changes:</b> Students continued to meet the criteria required to demonstrate the ability to use material from sources ethically and effectively. This year instructors utilized resources such as <a href="#">Points of Reference Center</a> to assist with ethical and effective use of support for their arguments as well as <a href="#">PowerPoint presentations</a>. Since this is the last year of the current assessment cycle, the committee determined it appropriate to focus on another unit of the course for the next cycle. The department will examine how effectively students will</p>

			<p>Clanton: 166/180 (92%)  Pell City: 73/83 (88%)  Dual Enrolled: 14/20 (70%)</p> <p>Total: 827/995= 83%</p>	<p>communicate during a mock <a href="#">Interview assignment</a>. The committee created a <a href="#">rubric</a> to assess the assignment. To help students prepare for the interview assignment, instructors utilized <a href="#">videos</a> and <a href="#">PowerPoint presentations</a>.</p>
<p><b>SLO 2:</b> 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><a href="#">Sample Rubric</a></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><b>Fall 2021-Summer 2022</b></p> <p><b>85% of students demonstrated satisfactory ability</b> to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity.</p> <p><b>Number of Students Assessed:</b>  904 Students assessed/64 sections</p> <p><b>Shelby:</b> 484/594 (81%)  <b>Jefferson:</b> 30/35 (86%)  <b>Clanton:</b> 166/172 (97%)  <b>Pell City:</b> 72/83 (87%)  <b>Dual Enrolled:</b> 14/20 (70%)</p> <p><b>Total:</b> 752/884= 85%</p>	<p><b>Observations/Changes:</b> Students continued to satisfy the criteria required to demonstrate the ability to listen to understand, evaluate, and respond to verbal and nonverbal communication in an interpersonal communication activity. For this year’s assessment, instructors included an <a href="#">Interpersonal Assignment</a> and <a href="#">rubric</a>. They also included <a href="#">activities for improving verbal and nonverbal communication as well as listening skills</a>. The unit, Interviewing, will be the focus for the next assessment cycle since this is the last year of the current assessment cycle. The department will examine 3 new SLOs based on an <a href="#">interviewing assignment</a>; 1) <a href="#">effective oral communication in an interview</a>, 2) <a href="#">effective use of nonverbal communication</a> in an interview, and 3) <a href="#">preparedness in an interview</a>. Instructors will prepare students by utilizing the above mentioned <a href="#">resources</a> and <a href="#">material</a> as well as <a href="#">lectures</a> and <a href="#">assignments</a>.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b></p>	

# SLO 1: Rubric

**Persuasive Speech Evaluation** Speaker: \_\_\_\_\_  
 0=missing, 1= inadequate, 2=poor/needs improvement, 3=satisfactory/somewhat effective; 4=effective; 5=very effective

**Introduction (20 pts)** \_\_\_\_\_  
 0 1 2 3 4 5 Gained attention and interest: attention-getter, set tone  
 0 1 2 3 4 5 Motivated audience to listen: listener relevance, established common ground  
 0 1 2 3 4 5 Established credibility: credibility statement, created bond of goodwill  
 \*0 1 2 3 4 5 Provided clear thesis statement central idea preview

**Organization & Discussion (25 pts)** \_\_\_\_\_  
 0 1 2 3 4 5 Clearly focused topic and goal  
 0 1 2 3 4 5 Appropriate method of organization  
 0 1 2 3 4 5 Language: proper grammar; appropriate diction/word choice  
 0 1 2 3 4 5 Audience adaptation: related to audience throughout  
 0 1 2 3 4 5 Refuted objections to case/claim

**Supporting Material (20 pts)** \_\_\_\_\_  
 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 footnotes: used effectively, cited correctly  
 0 1 2 3 4 5 Presentational aids: content, quality, appearance

**Conclusion (15 pts)** \_\_\_\_\_  
 0 1 2 3 4 5 Signaled the end  
 0 1 2 3 4 5 Summary is clear: thesis re-statement, main point summary  
 0 1 2 3 4 5 Clincher: creative, appropriate

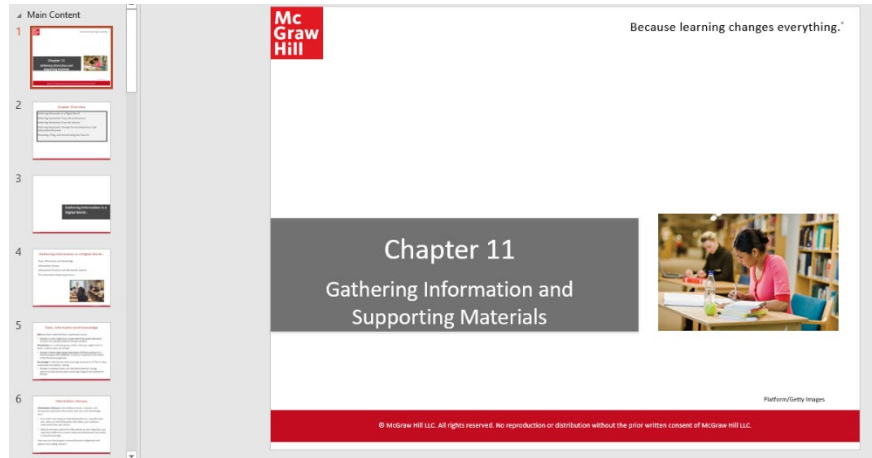
**Delivery (35 pts)** \_\_\_\_\_  
 0 1 2 3 4 5 Level of animation: confidence & dynamism, facial expression  
 \*0 1 2 3 4 5 Voice clarity: intelligibility, vocal variety, expressiveness, emphasis  
 \*0 1 2 3 4 5 Posture & gestures: appropriate, reinforcing, motivated movement  
 \*0 1 2 3 4 5 Extemporaneous delivery: use of notes, conversational  
 \*0 1 2 3 4 5 Use of eye contact  
 0 1 2 3 4 5 Appearance, attire/credibility  
 0 1 2 3 4 5 Use of presentational aids during speech

# SLO 1: Points of Reference Center

Persuasive Rubric



## SLO 1: PowerPoint Presentation



## SLO 1: Interview Assignment

### Mock Job Interview Assignment:

Step one: Find a real posting for job for which you would like to be hired or one that will work for this assignment. Submit the information about the company/organization and the job description under the assignment for approval.

Step two: See your assigned partner and contact them through Blackboard mail too asap to get started on how you will proceed. You may use Facetime, Zoom, or any other video chat you both agree upon to conduct your interview. Send your partner the information about the company/organization and the job position you plan to interview for.

Step three: Create a set of appropriate interview questions for your partner to ask during the mock interview. You will need at least 6 – 10 questions for your interviewee. You may create your questions using the following as a guide:

- Could you tell me about yourself and describe your background in brief....
- What made you decide to apply for this position...
- Tell us a little about your experience in this field...
- What type of work environment do you prefer...
- How do you deal with pressure or stressful situations....
- Do you prefer working independently or on a team...
- When you're balancing multiple tasks, how do you keep yourself organized
- How do you continue to improve your knowledge
- What are your salary expectations
- Strengths / Weaknesses
- Where do you see yourself in 3-5 years

Step 4: Send your interview questions to your partner

Step 5: Record yourself answering the interview questions. Check your recording before submitting. Submit under the assignment, "Recorded Mock Interview"

Step 6: Submit the questions you created for your partner under the Assignment, "Mock interview questions".

## SLO 1: Interview Rubric

### Mock Interview Rubric:

#### Oral Communication/Delivery:

- Proper use of grammar and enunciation 0 1 2 3 4 5
- Avoidance of distracting fillers 0 1 2 3 4 5
- Effective use of paralanguage 0 1 2 3 4 5
- Appears to be someone that can work well with others 0 1 2 3 4 5

#### Nonverbal Communication/Delivery:

- Dress is professional and appropriate 0 1 2 3 4 5
- Maintains good posture 0 1 2 3 4 5
- Maintains appropriate eye contact 0 1 2 3 4 5
- Appears confident and poised 0 1 2 3 4 5
- Gives appropriate handshake 0 1 2 3 4 5

#### Preparedness:

- Answers to questions are clear and on topic 0 1 2 3 4 5
- Knowledgeable about the company and position 0 1 2 3 4 5
- Answers to questions are straightforward and appear honest 0 1 2 3 4 5

|

## SLO 1: Interview Video

### Title: [Common Mistakes People Make in Interviews](#)

Description: This highly acclaimed video will help you avoid the pitfalls of the interview process—because getting an interview is only the beginning. Before you walk through the door for an interview, you had better know a few things: what the business is all about, how to stay cool under pressure, and how you feel about working with people of different races and genders. After all, an interview is a serious conversation about business, how you react to stress, and what kind of person you are. [Common Mistakes People Make in Interviews](#) is an informative and effective program that helps job seekers anticipate what employers are looking for. Using a wrong way/right way format, the video illustrates the things to do and not to do in an interview so you can convey the right attitude, project a professional image—and get a job offer. Perfect for job-search agencies, libraries, career-oriented classes, or anyone who wants to ace an interview. A viewable/printable instructor's guide is available online. A Cambridge Educational Production. (27 minutes)

# SLO 1: Interview PowerPoint

**Job Interview Considerations**

- Types of Job Interviews
- Create a Good First Impression
- Speak with Clarity
- Demonstrate Interest



## Job Interview Considerations 1

- Types of Job Interviews
- Create a Good First Impression
- Speak with Clarity
- Demonstrate Interest



# SLO 2: Rubric

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

# SLO 2: Interpersonal Assignment

After viewing this 16:03 video answer the following:

- Ashley Judd stated some offensive examples of what she gets on her social media feeds daily. It opened a door for others to perceive (hint: connect this to chapter one) who she is, especially if you did not already have an initial perception. After viewing, share your thoughts and maybe experiences, regarding online abuse and how you have seen it take place on your feeds or others Give **AT LEAST 2** examples with your thoughts. If no personal examples are available on your personal social media, do some research and find examples. If you do not participate in social media feed, **research** and explain an example of something seen from a news report or other source. Quote and describe the examples in detail and connect them to concepts from the book! You need to explain the connection and cite the page number where you found the concept in all three of your answers.
- Discuss nonverbal communication used by Judd. Did it help get her point across? Did it match up with her story? What other things did you notice? Pull from chapter 3.
- Ashley Judd starts offering solutions around 9:43 into the video and challenges you to create your own. Her first solution relates to gender media literacy, also mentioned in chapter 7, pages 128 - 129 as media literacy. The solutions are on a larger scale than what we can deal with in our class, BUT what can you do the next time you log on or the next time you hear about an issue that relates to someone and online abuse? Give an example of something you can do at your level. **BE SPECIFIC WITH STEPS YOU CAN TAKE.**

Compose your answers, and post by Tuesday, April 12th, BEFORE 11:59 P.M.

Then, take Wednesday and Thursday to reply to **at least 4** of your classmates (you can reply to more), with SOME POSITIVE AFFIRMATIONS (similar to the end of the Ted Talk)! **The assignment IS NOT complete if you only post your initial post! The second part is due April 14th at 11:59 pm.**

[https://www.ted.com/talks/ashley\\_judd\\_how\\_online\\_abuse\\_of\\_women\\_has\\_spiraled\\_out\\_of\\_control](https://www.ted.com/talks/ashley_judd_how_online_abuse_of_women_has_spiraled_out_of_control)

# SLO 2: Interpersonal Assignment Rubric

interpersonal activity rubric ggg 106	interaction seemed genuine and both parties walked away with better appreciation for the other
Student shows ability to listen and understand the message from the other person: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points
Student had appropriate verbal response to what was said: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	
Student gives appropriate feedback to messages: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	
Student's nonverbal communication is appropriate to messages: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	
Student was able to summarize the meaning of the message and repeat it: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	
Student was able to ask questions for clarification to help with understanding of the message: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	
Student showed real interest in the message being communicated: Poor 0 points below average 2 points Average 3 points Good 4 points exceptional 5 points	

## 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.

## SLO 2: Interview Assignment

**Interview Activity:** Each student will be asked to answer 6 questions in a one-on-one interview type setting.

You will be interviewing for a public relation specialist job. If you do not know what that is, look it up using the internet. The company you will be interviewing at is Monsanto. If you know nothing about the company, look it up using the internet. **This is a fake interview. I expect you to make up fake answers.** This project is designed to assess both your critical thinking and communication skills in real time.

During the activity the instructor will look for specific characteristics of effective interpersonal communication behavior. Here is a list of the areas that the students will be graded on:

PRESENTATION SKILLS	<ol style="list-style-type: none"> <li>1. Approaches &amp; offers firm handshake.</li> <li>2. Has good eye contact.</li> <li>3. Shows confidence with body language.</li> <li>4. Has good posture.</li> <li>5. Does not interrupt interviewer.</li> <li>6. Professional dress.</li> <li>7. Exits interview properly (smiles, shakes hands &amp; thanks interviewer).</li> </ol>
RESPONSES TO QUESTION/ KNOWS INTERVIEW FORMAT	<ol style="list-style-type: none"> <li>1. Shows willingness to volunteer info.</li> <li>2. Responds appropriately to questions.</li> <li>3. Takes initiative to ask questions.</li> <li>4. Illustrates knowledge of organization.</li> <li>5. Relates strengths in PR for the job.</li> <li>6. Has professional vocabulary.</li> <li>7. Explains how they can help the company.</li> </ol>

Here is the list of questions that the students can choose from:

1. Tell me about yourself.
2. Why do you want this job?
3. Tell me about your work experience.
4. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
5. Tell me about a time when you had to use your written communication skills in order to get an important point across.
6. Can you give an example of a time when you had to go above and beyond the call of duty in order to complete a job?

## SLO 2: Interview Rubric

### **Mock Interview Rubric:**

#### Oral delivery

- Proper use of grammar and enunciation 0 1 2 3 4 5
  - Avoidance of distracting fillers 0 1 2 3 4 5
  - Effective use of paralanguage | 0 1 2 3 4 5
  - Answers to questions are straightforward and appear honest 0 1 2 3 4 5
- 

## SLO 2: Interview Rubric - Nonverbal

#### Nonverbal Delivery:

- Dress is professional and appropriate 0 1 2 3 4 5
  - Maintains good posture 0 1 2 3 4 5
  - Maintains appropriate eye contact with interviewer(s) 0 1 2 3 4 5
  - Appears confident and poised 0 1 2 3 4 5
  - Gives appropriate handshake 0 1 2 3 4 5
- 

## SLO 2: Interview Rubric - Preparedness

#### Preparedness:

- Answers to questions are clear and on topic 0 1 2 3 4 5
  - Knowledgeable about the company and position applied for 0 1 2 3 4 5
  - Appears to be someone that can work with others well 0 1 2 3 4 5
-

## SLO 2: Resources

Title: [Common Mistakes People Make in Interviews](#)

Description: This highly acclaimed video will help you avoid the pitfalls of the interview process—because getting an interview is only the beginning. Before you walk through the door for an interview, you had better know a few things: what the business is all about, how to stay cool under pressure, and how you feel about working with people of different races and genders. After all, an interview is a serious conversation about business, how you react to stress, and what kind of person you are. Common Mistakes People Make in Interviews is an informative and effective program that helps job seekers anticipate what employers are looking for. Using a wrong way/right way format, the video illustrates the things to do and not to do in an interview so you can convey the right attitude, project a professional image—and get a job offer. Perfect for job-search agencies, libraries, career-oriented classes, or anyone who wants to ace an interview. A viewable/printable instructor's guide is available online. A Cambridge Educational Production. (27 minutes)

## SLO 2: Material

The image shows a presentation slide titled "Job Interview Considerations 1" with a list of four points. To the left of the slide is a sidebar with three sections of text, each titled "Job Interview Considerations". The slide also features an image of a woman sitting at a desk with a laptop, smiling. At the bottom of the slide, there is a red bar with the text "© McGraw Hill LLC" and "iStock/Getty Images".

### Job Interview Considerations 1

1. Types of Job Interviews
2. Create a Good First Impression
3. Speak with Clarity
4. Demonstrate Interest

**Job Interview Considerations 1**

1. Types of Job Interviews
2. Create a Good First Impression
3. Speak with Clarity
4. Demonstrate Interest

**Job Interview Considerations 1**

Know your audience.

- For a **phone interview**, keep an extra copy of your resume handy, and have your resume and cover letter ready to send.
- For a **video interview**, you will need a computer with a camera and microphone, and a quiet place to interview.
- For a **face-to-face interview**, you will need a copy of your resume and cover letter, and a copy of your notes.

Be prepared to answer questions about your resume, cover letter, and the job opening.

**Job Interview Considerations 1**

Create a good first impression.

- First impressions are critical in a job interview.
- You may only have 30 seconds to make a good first impression.
- Dress appropriately for the setting. If in doubt, dress more formally, conservatively, and modestly.

What do you think might contribute to a negative first impression? Be an interviewee!

**Job Interview Considerations 1**

Speak with Clarity

Speak clearly and loudly, and use a professional tone. Use a microphone if you are using a video interview.

Be clear and concise. Use simple, direct language. Avoid jargon and technical terms unless you are sure the interviewer will understand them.

Use a conversational tone. Avoid sounding like you are reading from a script.

Use a conversational tone. Avoid sounding like you are reading from a script.

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## SLO 2: Interviewing Lecture Notes

### IV. Mastering the Job Interview

#### A. Types of job interviews

1. **Mediated interviews**—before you have the opportunity to meet a potential employer face-to-face, chances are you will be expected to participate in either a phone or video format interview.
2. For a phone interview, have a notepad handy, write down names and vocal identifiers of each person's voice. Then, use people's names as much as possible.
3. Know as much as you can about the organization and the functions of the job before you go into an interview.
4. During video interviews, pay attention to nonverbal communication, use a set of headphones if possible, and select a location free of visual or other types of distractions.
5. Do not be surprised if you undergo several rounds of interviews with different people.

#### B. Create a good first impression

1. First impressions are critical in a job interview.
2. You have about 30 s to create a positive first impression.
3. Dress appropriately by matching the style of dress of the interviewer. If in doubt, dress more formally, conservatively, and modestly.

#### C. Speak with clarity

1. The way you use grammar can deeply influence the impressions others form about you in professional settings.
2. Never use potentially offensive language.
3. Practice talking about your qualifications with clarity, confidence, and precision.

#### D. Demonstrate interest

1. To be effective in an interview you must demonstrate interest in the interviewer and the company.
2. One way to demonstrate interest is through **strong eye contact**.
3. Use body language to show interest, such as smiling, nodding, and giving nonverbal feedback to the interviewer about your interest in the position.

### V. More Tips for the Interview

#### A. Understand the job

1. A **job description** defines the content and scope of a position.

situation or an experience that demonstrates skills that are relevant to the position at the company.

2. Creating an **experience inventory** is one way to prepare for behavioral-based interview questions. An experience inventory is a story or two from your work history or life that relate to the position you seek and show what kind of person and worker you are. Your experience inventory might cover these nine common interviewing areas:

- a. Job skills and overall work experience
- b. Intelligence
- c. Maturity and judgment
- d. Responsibility
- e. Relationships
- f. Resourcefulness
- g. Work attitude
- h. Motivation
- i. Leadership

#### 3. Guidelines for answering behavioral-based interview questions

- a. Be concise.
- b. Select examples that highlight important information about you.
- c. Explain the moral, conclusion, or lesson learned from your experience.
- d. Connect this lesson to the organization, if possible.

### VI. Building Connections

#### A. Use social media to expand your professional network

1. Make effective use of job-related social media sites like LinkedIn that can help you build a strong professional network.
2. Using social media can help with professional advancement opportunities as well. But keep in mind you are the only one using social media to network and learn about possible job prospects.

#### B. Use internships as a networking opportunity

1. An internship is an investment in yourself and your future.
2. Internships can help you **gain more practical experience** if you have limited experience in a field.

## SLO 2: Practice Interview Assignment

### Activity 15.5 PRACTICE JOB INTERVIEWS

**Purpose:** Students will gain experience as both employer and job applicant during employment interviews.

**Procedure:** Pair students up. Before class require that the student applicant provide his or her partner with a job description and résumé. The student employer will use those materials to create an interview protocol. Require student employers to include both behaviorally based and hypothetical questions on their protocol. During class, the student employer will interview the student applicant for the position highlighted in the job description.

As a class or individually, provide feedback to student applicants and employers about their interviewing performances. Allow students the opportunity to talk about communication anxiety or other issues related to the role-playing experience.

**Debriefing:** This role-playing experience provides students with the opportunity to develop their communication skills for the interview context.





## Assessment Record

Program: Communications- SPH 107

Assessment period: 2021-2022

**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><b>SLO 1:</b> 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) &amp; VI (Persuasive Strategy) of <a href="#">Persuasive Speech Assessment Rubric</a></p>	<p>70% of students will demonstrate satisfactory organization, development, and support in a persuasive speech argument.</p>	<p><b>Fall 2021-Summer 2022</b></p> <p><b>83% of students demonstrated effective</b> organization, development, and support of arguments according to the persuasive speech rubric criteria.</p> <p><b>Number of Students Assessed:</b> 327 Students</p>	<p><b>Observations/Changes:</b> Students continued to meet the criteria required to demonstrate the ability to organize, develop, and support an argument in a persuasive speech presentation. This year, instructors utilized interactive instructional techniques for organization, development, and support of arguments such as the <a href="#">Adaptive Learning Assignments in Connect</a>. Instructors also had students view and discuss <a href="#">speech videos for the Lucas text that specifically demonstrate use of support</a>.</p>

			<p>assessed/27 sections</p> <p><b>Annual Summary</b>  <b>Shelby:</b> 190/232 (82%)  <b>Jefferson:</b> 28/35 (80%)  <b>Clanton:</b> 27/28(96%)  <b>Pell City:</b> 27/32 (84%)</p> <p>Total: 272/327</p>	<p>As we are ending the current assessment cycle, the committee determined it appropriate to focus on another unit of the course for the next cycle. The department will examine how effectively students organize, develop, and present a <a href="#">special occasion speech</a>. The committee created a <a href="#">rubric</a> to assess the assignment. To help students prepare for the special occasion speech, instructors will utilize <a href="#">PowerPoints</a> and <a href="#">Videos</a>.</p>
<p><b>SLO 2:</b> Adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.</p>	<p>A persuasive speech presentation where a rubric is used to assess audience adaptation, use of language, and nonverbal communication.</p> <p>Sections I (Introduction), III (Communication Process &amp; Audience Adaptation), V (Nonverbal Delivery) of <a href="#">Persuasive Speech Assessment Rubric</a></p>	<p>70% of students will demonstrate satisfactory ability to adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation.</p>	<p><b>Fall 2021-Summer 2022</b></p> <p><b>82% of students demonstrated satisfactory ability</b> to adapt speaking to the needs of culturally diverse audiences in a persuasive speech presentation according to the persuasive speech rubric criteria.</p> <p><b>Number of Students Assessed:</b>  366 Students  assessed/27 sections</p> <p><b>Annual Summary</b>  <b>Shelby:</b> 218/271 (80%)  <b>Jefferson:</b> 28/35 (80%)  <b>Clanton:</b> 27/28 (96%)  <b>Pell City:</b> 26/32 (81%)</p> <p>Total: 299/366 = 82%</p>	<p><b>Observations/Changes:</b> Students met the criteria required to demonstrate the ability to adapt to the needs of culturally diverse audience during a persuasive speech. Instructors utilized <a href="#">exercises available with the textbook resources</a> and <a href="#">videos</a> for enhancing understanding of audience adaptation. The committee determined it appropriate to focus on another unit of the course for the next cycle. The department will examine 3 new SLOs based on the Special Occasion speech assignment. The SLOs will be 1) <a href="#">organize and develop</a>, 2) <a href="#">effective oral communication</a>, and 3) <a href="#">use of verbal communication</a> in a <a href="#">special occasion speech</a>. Instructors will prepare students by implementing various resources such as <a href="#">PowerPoints</a>, <a href="#">Sample speech videos</a>, and <a href="#">assignments</a> focused on Special Occasion speeches.</p>
<p><b>Plan submission date:</b></p>			<p><b>Submitted by:</b></p>	



















## 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
 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: Uniting Mind, Body, and Spirit excerpt (Main Points)	
 09.02 The Wrath of Hurricanes excerpt (Spatial Order)	
 09.03 The Horror of Puppy Mills excerpt (Problem-Solution Order)	
 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 1:

### **Ceremonial Speech Assignment: 90 points**

For this assignment you will present a special occasion speech. See Ch. 18 in your in your text on special occasion speeches. You can choose from the following types of speeches- introduction, presentation, acceptance, or commemorative. For an introduction speech, you could introduce your favorite author, actor, or anyone else you admire. For a presentation or acceptance speech, you could make up your own awards show and criteria for the award. For a commemorative speech, you could give a graduation speech, eulogy, a tribute, or a speech to inspire. Be sure you clearly state the point of your speech and the occasion, use appropriate structure—introduction, body, conclusion, and connect to your audience. Be sure to use accurate information in your speech. You may want to include, motivational quotes, an appropriate funny joke, inspirational or humorous stories or anything else that relates to your speech, occasion, and the audience.

Time limit: 2-4 minutes

## SLO 1:

### Special Occasion Speech Rubric

#### Topic

Topic appropriate for the occasion [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Topic appropriate for the audience [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Creativity of topic [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)

#### Organization

Introduction gain the attention and interest of the audience [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Main ideas well developed and easy to follow [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Effective use of connectives [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Concluded the speech in a memorable fashion [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)

#### Language

Language clear and concrete [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Language vivid and colorful [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Language appropriate to the topic, audience, and occasion [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)

#### Verbal Delivery

Delivery was smooth and not rushed [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Pauses were used effectively [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Pitch and vocal variety were used effectively [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)

#### Non-Verbal Delivery

Appropriate facial expressions used throughout the speech [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Supportive gestures were used throughout the speech [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Posture and stance were appropriate throughout the speech [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)  
 Strong eye contact was maintained throughout the speech [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)

Stayed within time 2-4 mins [0](#) [1](#) [2](#) [3](#) [4](#) [5](#)

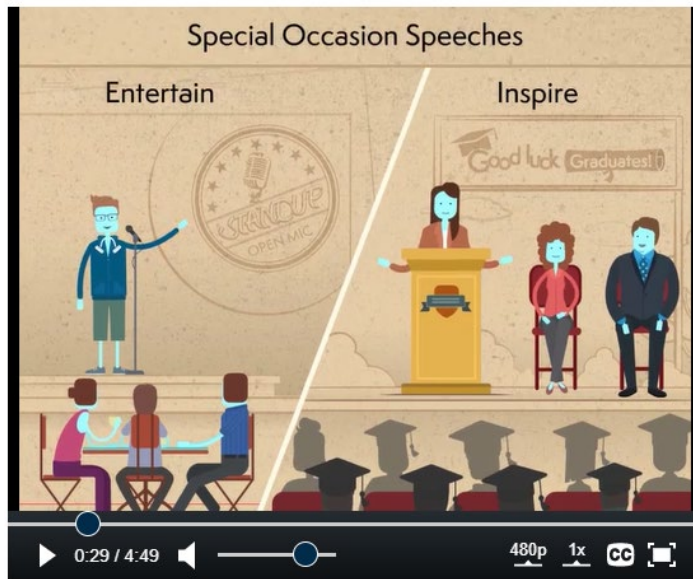
## SLO 1:

The screenshot shows a presentation slide for '18 Speaking on Special Occasions' from 'The Art of Public Speaking, Thirteenth Edition'. The slide includes a photograph of a woman speaking at a podium and a list of special occasion speech types: Introduction, Presentation, Acceptance, and Commemoration. A sidebar on the left shows a table of contents for the presentation.

Slide Number	Topic
1	Speaking on Special Occasions
2	Special Occasion Speech Types
3	Introduction
4	Introduction Guidelines
5	Presentation
6	Acceptance

## SLO 1:

### Speaking on Special Occasions



## 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:

### Audience Analysis Exercises for Lucas SPH 107 Text

#### 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 statement 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 \_\_\_\_\_

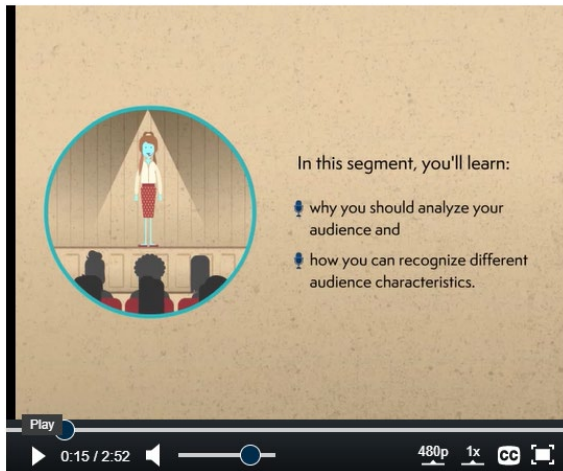
attitude toward the topic \_\_\_\_\_

disposition toward the speaker \_\_\_\_\_

disposition toward the occasion \_\_\_\_\_

## SLO 2:

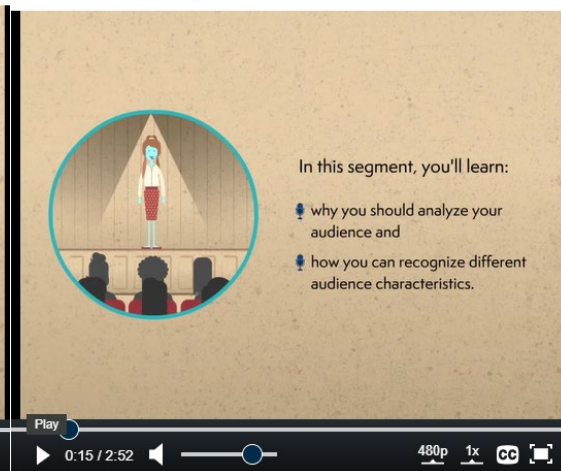
### Analyzing Audience Part 1



In this segment, you'll learn:

- why you should analyze your audience and
- how you can recognize different audience characteristics.

### Analyzing Audience Part 1



In this segment, you'll learn:

- why you should analyze your audience and
- how you can recognize different audience characteristics.

## SLO 2:

### Special Occasion Speech Rubric

#### Topic

Topic appropriate for the occasion 0 1 2 3 4 5  
 Topic appropriate for the audience 0 1 2 3 4 5  
 Creativity of topic 0 1 2 3 4 5

#### Organization

Introduction gain the attention and interest of the audience 0 1 2 3 4 5  
 Main ideas well developed and easy to follow 0 1 2 3 4 5  
 Effective use of connectives 0 1 2 3 4 5  
 Concluded the speech in a memorable fashion 0 1 2 3 4 5

#### Language

Language clear and concrete 0 1 2 3 4 5  
 Language vivid and colorful 0 1 2 3 4 5  
 Language appropriate to the topic, audience, and occasion 0 1 2 3 4 5

#### Verbal Delivery

Delivery was smooth and not rushed 0 1 2 3 4 5  
 Pauses were used effectively 0 1 2 3 4 5  
 Pitch and vocal variety were used effectively 0 1 2 3 4 5

#### Non-Verbal Delivery

Appropriate facial expressions used throughout the speech 0 1 2 3 4 5  
 Supportive gestures were used throughout the speech 0 1 2 3 4 5  
 Posture and stance were appropriate throughout the speech 0 1 2 3 4 5  
 Strong eye contact was maintained throughout the speech 0 1 2 3 4 5

## SLO 2:

The image shows a presentation slide for '13 Delivery' from 'The Art of Public Speaking, Thirteenth Edition'. The slide is divided into a sidebar on the left and a main content area on the right. The sidebar contains a list of speech elements with corresponding icons and brief descriptions:

- 7 Conversational Quality: Sounds appropriate to the topic and occasion
- 8 Speaker's Voice: Includes sub-points for Volume, Pitch, Rate, and Pauses.
- 9 Volume: Loudness or softness of voice
- 10 Pitch: Highness or lowness of voice
- 11 Rate: Speed of speech or number of words per minute
- 12 Pauses: Moments of silence in a speech

The main content area features a large purple square with the number '13' and the word 'Delivery' in a bold, black font. Below this, the text reads 'The Art of Public Speaking, Thirteenth Edition'. To the right of the text is a photograph of a man with long hair, wearing a black t-shirt with a graphic, speaking into a yellow microphone on a stage with a blue background. At the bottom of the slide, there is a copyright notice: '© McGraw-Hill Education. All rights reserved. Authorized only for instructor use in the classroom. No reproduction or further distribution permitted without the prior written consent of McGraw-Hill Education.' and a credit to '© Arthur Mola/Imagoe/AP Images'.



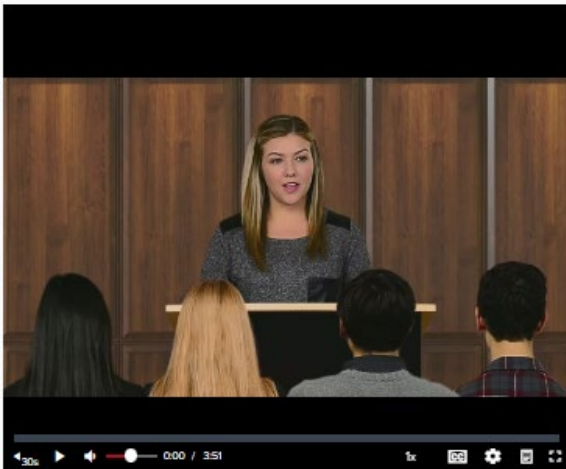
SLO 2:

18.04 The Wonderful World of Dr. Seuss  
(Commemorative Speech)



SLO 2:

Video 18.1 Full Commemorative Speech: Make a Wish



References

Video Video 18.1 Full Commemorative Speech: Make a Wish