

Assessment Report for English 1110: Writing and Communication Level 1, 2017-2018

I. Summary of the Assessment Plan and Report

Program assessment of English 1110 consisted of two major elements: the direct measure of student writing capability and the indirect measure of student-reported confidence in those writing capabilities. In Autumn, 2017, 195 student essays were collected from across all Ohio State campuses. As those essays were being collected, readers experienced in teaching first-year composition were trained to score those essays in six categories linked to the GE ELOs for English 1110 (described in the Summary of Assessment Data below.) In each category, readers were asked to provide a score of (1) *undeveloped*, (2) *basic*, (3) *intermediate*, or (4) *advanced*. Essays were scored over the course of several weeks in the winter, 2018, and the results are included below. In addition, students were asked to assess their own academic writing (ELO1) and critical reading (ELO2) proficiencies through exit surveys issued following the AU17 and SP18 terms. At the beginning of the SP18 term, students also completed an entrance survey including the same self-assessment questions, their start-of-term and end-of-term responses were compared for perceived self-improvement. As the results indicate, students in English 1110 are meeting the expected outcomes for the course, and they report a significant level of confidence in their abilities as academic writers and critical readers. Nonetheless, the results of this assessment will inform the ongoing professional development of GTAs and faculty.

II. English 1110 Report

a. Brief Description of the Course

English 1110 is the first of two required General Education writing courses and will continue in its present form at the “Foundations” level of the revised GE as it has been proposed to the university community. The curriculum of the course has evolved in response to scholarship in the field of rhetoric and composition and takes for its basis the revised “WPA Outcomes Statement” as well as the Ohio Department of Education Transfer Module Outcomes for a first-level college writing course (see appendix). The text for most sections of the course is *The Writer’s Companion*, a hybrid text that combines segments of David Rossenwasser and Jill Stephens’ *Writing Analytically* with original material produced by the First-Year Writing Program. Students are asked to complete a researched, academic essay through a series of scaffolded assignments. Students also develop a public presentation that grows from their research. That multimodal presentation combines visual and textual elements. Instructors address issues of writing craft, conventions of academic discourse, expectations for citation and attribution, and basics of library research.

b. Summary of the Assessment Data Collected for Expected GE Outcomes

For the direct assessment, a representative sample of 195 student essays was collected randomly from sections of English 1110 across all OSU campuses. Though the prompts for this assignment could differ from section to section, the assignment in each case called for

students to write an essay of 7-10 pages that adhered to stylistic conventions of academic prose, developed an original claim resulting from analysis of primary materials, engaged outside voices through research, and acknowledged those sources through appropriate attribution and citation. Each essay was then scored according to a standard rubric (including five evaluative categories and an *Overall* rating) by expert readers who had previously undergone training in the form of an interactive rater calibration session conducted by the First-Year Writing Program. Each category on the rubric was linked to one or both of the ELOs for English 1110 (see Figure 1 and Appendix III. 2. b. “Means of Assessment for each ELO”).

For indirect assessment, students were asked to complete an exit survey at the end of the AU17 and SP18 semesters (see Figure 2 and appendix). In that survey, students responded to questions about their colleges of enrollment, their previous experience with academic writing and composition course work, and their level of confidence in their abilities as academic writers and critical readers, the latter questions being directly correlated to the course’s ELOs. For the SP18 semester, moreover, students completed an entrance survey with identical self-assessment questions about academic writing and reading, each of which was compared with exit survey responses.

Results and Discussion of Direct Assessment

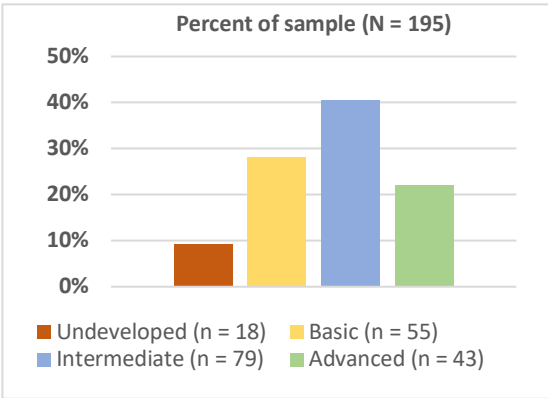
The charts in Figure 1 on the following page represent the scoring of student essays by the expert readers. Each bar represents the percentage of the sample of student essays demonstrating the corresponding level of achievement.

The results of the direct assessment indicate that students are consistently achieving the Expected Learning Outcomes of English 1110. The strongest category of achievement was Category 2 on the rubric (“The project exhibits appropriate reading and integration of sources and evidence,” see Figure 1b), in which 95% of students scored at the *basic* level (2) or higher (*intermediate* or *advanced*). In the *Overall* category, moreover, 87% of students met the target, including 40% at the *intermediate* level (3) and 13% at the *advanced* (4; see Figure 1f). There was no category in which fewer than 70% of students performed below the *basic* level (see Figure 1). The 70% threshold was established in the English 1110 Assessment Plan for achieving the course’s ELOs, and so the direct assessment confirms both ELOs are being met.

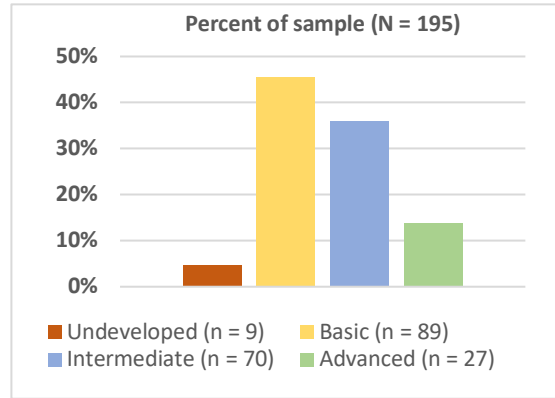
Although the direct measures suggest that the course design and implementation are successfully achieving the target learning outcomes, the results do also suggest some possible areas for improvement. Particularly, while the percentages of students scoring in the top three levels of proficiency range from 87% to 95%, greater variations of performance exist *within* the top three levels of achievement. For instance, 63% of students scored in top two tiers range in Category 1 (“The project establishes a clear sense of purpose and develops a central idea throughout”), but only 49% in Category 3 (“The project demonstrates an awareness of the conventions of academic discourse”). Finally, the results indicate that marginal shortcomings in each category might be reducing the *Overall* scores, which had the highest percentage (13%) of *undeveloped* (1) scores of the six categories of assessment.

Figure 1. Results of Direct Assessment

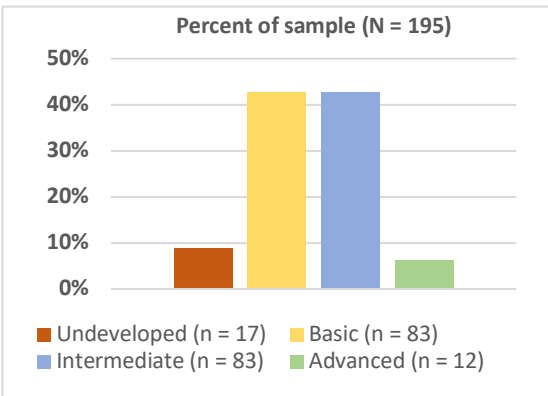
1.a—Category 1: The project establishes a clear sense of purpose and develops a central idea throughout. [ELO 1]



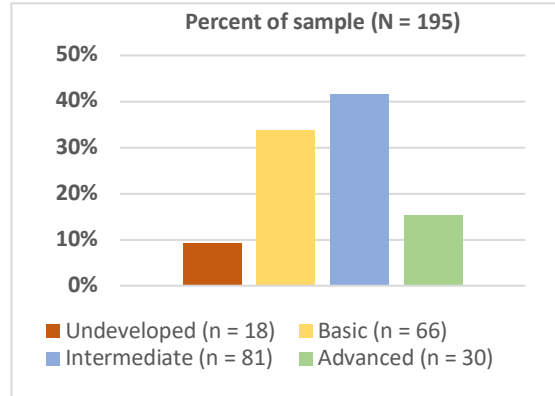
1.b— Category 2: The project exhibits appropriate reading and integration of sources and evidence. [ELO 2]



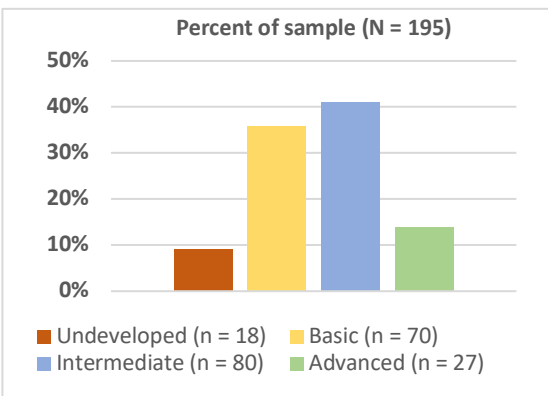
1.c— Category 3: The project demonstrates an awareness of the conventions of academic discourse. [ELO 1 & 2]



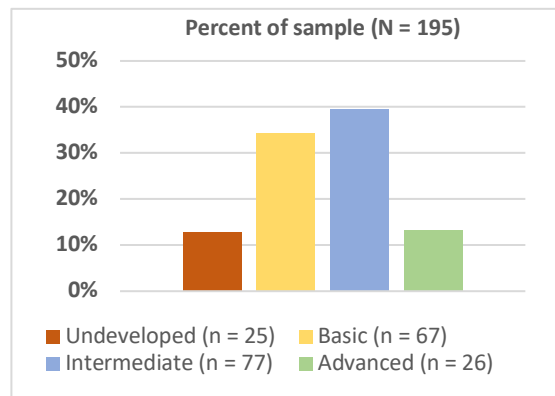
1.d— Category 4: The project exhibits an understanding of mechanics and usage appropriate to academic writing. [ELO 1]



1.e— Category 5: The project demonstrates an understanding of format/documentation appropriate to academic writing. [ELO 1]



1.f—OVERALL: The project communicates its purpose and presents a researched analysis effectively for audience. [ELO 1 & 2]



Results and Discussion of Indirect Assessment

The charts in Figure 2 on the following page represent data generated through the entrance and exit surveys for AU17 and SP18. For charts 2a, 2b, 2c, and 2d, the bars represent the percentage of respondents indicating the corresponding level of confidence in either academic writing (2a and 2c) or critical reading (2b and 2d) for the given term. Charts 2e and 2f compare students' entry and exit responses for the same two questions for SP18, indicating the degree of change (on a four-point scale) in each respondent's answer.

The results of the exit surveys indicate that students consistently complete their English 1110 experience with confidence in both their academic writing practices and critical reading strategies. For both the AU17 and SP18 (charts 2a and 2c), 92% of students rated themselves *confident* (3) or *very confident* (4) in writing for academic purposes and less than 2% indicated they lacked confidence (1). In the area of critical and analytical reading (charts 2b and 2d), nearly 93% of student in each term felt they were *familiar* (3) or *very familiar* (4) with critical and analytical reading strategies. More significantly, as charts 2e and 2f illustrate, for the SP18 term, over 50% of students completing both the entrance and exit surveys indicated greater confidence and familiarity in these areas, while fewer than 8% indicated they felt they were less confident or less familiar.

c. How results will be communicated and shared

Once the Assessment Report has been accepted, the results will be communicated to the department through via the departmental listserv and in department-wide meetings. In addition, the results will be communicated to incoming instructors as part of their training and orientation to teaching English composition at Ohio State.

d. Actions to be taken to improve student learning outcomes

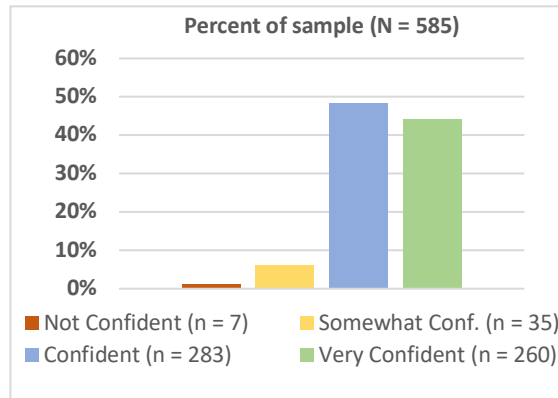
The most critical action to be taken will be in sharing and discussing these assessment results with those who teach English 1110, both graduate students and lecturers. The report will be integrated in the training materials in the summer Pre-Semester Workshop and in the course English 6781, Teaching First-Year English. Renewed emphasis will be placed particularly on those areas where students are not scoring as well in the intermediate and advanced areas:

e. Next steps planned in course assessment

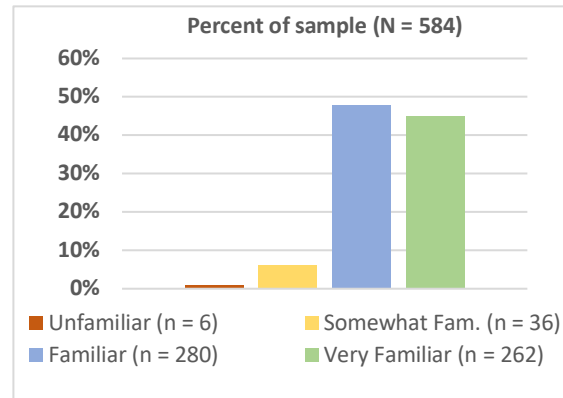
The assessment process for English 1110 will not stop with the submission of this report. As a matter of course, the program will continue to collect data each Autumn and Spring semester, including entrance and exit surveys and student writing samples. That data will be reviewed each semester for purposes of internal program assessment and will be available for use in future formal program assessment. On a yearly basis we will review data collection processes to improve student response rate and develop the questionnaire to be as responsive as possible to student needs.

Figure 2. Results for Indirect Measures

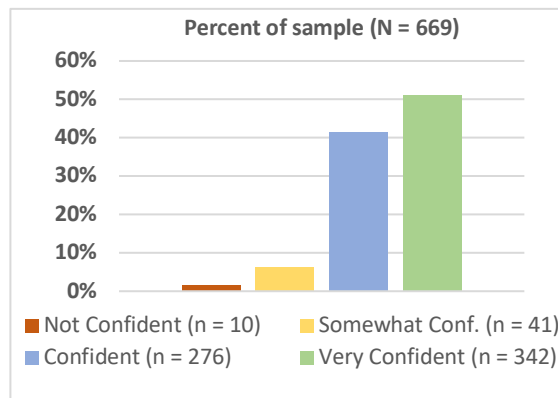
2.a—Question 1, Exit Survey, Autumn 2017:
How confident do you feel with writing for academic purposes? [ELO 1]



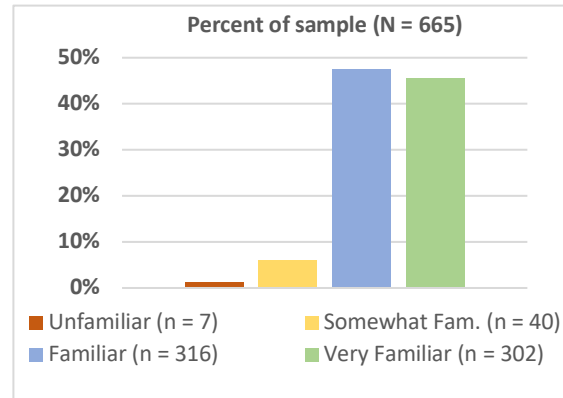
2.b—Question 2, Exit Survey, Autumn 2017:
How familiar are you with strategies for reading critically and analytically? [ELO 2]



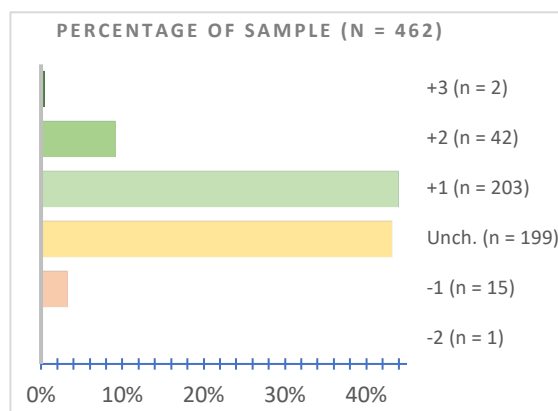
2.c—Question 1, Exit Survey, Spring 2018:
How confident do you feel with writing for academic purposes? [ELO 1]



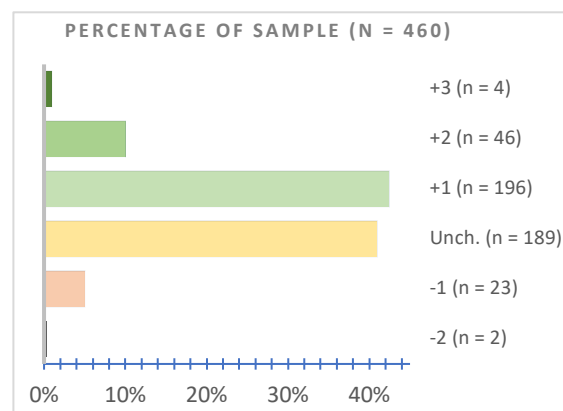
2.d—Question 2, Exit Survey, Spring 2018:
How familiar are you with strategies for reading critically and analytically? [ELO 2]



2.e—Change in Question 1 from Entrance to Exit, Spring 2018—See question above [ELO 1]



2.f—Change in Question 2 from Entrance to Exit, Spring 2018—See question above [ELO 2]



III. Appendices

Appendix 1. Syllabus for English 1110 and statement as to how the course helps students achieve GE ELOs

Relevant GE ELOs are built into the syllabus. The course helps students achieve these ELOs through a range of reading and writing assignments described in the “Grade Breakdown” portion below.

English 1110.01 – First-Year English Composition

Class meets: Dates and places

Office hours: Minimum of 3 hours

Office location: Your office

Instructor: Your name

Contact: Your email

Course Description and Objectives

Course Theme: Your course theme

Course Description: A description of your course incorporating your course theme

GOALS AND OBJECTIVES FOR THE GENERAL EDUCATION CURRICULUM

Writing and Communication

Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression

Level One (1110)

Expected Learning Outcomes:

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

In this first-year writing course, you will develop your capacity for undertaking academic research and analysis through an original research project and presentation of the results of your work to an audience of your peers. You will identify an area of interest within our course theme—[Your Course Theme]—and you will find materials to analyze, develop analytical research questions, explore secondary texts, and make claims that are connected to the evidence you have discovered. As many researchers do at this stage in their work, you will then reframe what you have learned for a public audience. During the research process, you will also be preparing for the English 1110 Symposium by working on your own Symposium Presentation, a 5-minute presentation consisting of 15 images, each accompanied by 50-65 words of narration. The creation of your Symposium Presentation will provide significant opportunities for

considering the nature of your research, the relationship between visual and written text, and issues of writing craft.

Required Materials

- Readings posted to Carmen site
- Ferebee, Kristin, Edgar Singleton, and Mike Bierschenk. *The Writer's Companion: A Guide to First-Year Writing with Excerpts from Writing Analytically*. 2nd ed. Cengage Learning, 2017.
 - Print copies and ebook access cards are available for purchase in campus bookstores
 - You may also buy print and ebook editions directly from Cengage at <http://www.cengagebrain.com/course/2175098>
- You will need to have access to all readings during each class meeting, either in hard copy or digitally.

Grade Breakdown

Analytical Research Project: Analysis of Primary and Secondary Sources **500 points**

<i>Primary Source Analysis</i>	<i>100 points</i>
<i>Annotated Bibliography</i>	<i>50 points</i>
<i>Secondary Source Integration</i>	<i>100 points</i>
<i>Analytical Research Paper</i>	<i>250 points</i>

Skills: Identification of appropriate primary sources for analysis, accessing university library databases, application of analytical frameworks and rhetorical methods, analysis of primary and secondary sources, synthesis of multiple critical viewpoints into new interpretations, thesis development, composing process, style and grammar

Symposium Presentation **250 points**

<i>Images</i>	<i>100 points</i>
<i>Script</i>	<i>150 points</i>

Skills: Making appropriate rhetorical decisions to reframe the results of academic research for a new audience, understanding genre expectations, attribution and citation of digital and visual sources

Process Posts, Symposium Introduction, Symposium Active Listening/Response **150 points**

<i>Process Posts</i>	<i>90 points</i>	<i>(6 @ 15ea.)</i>
<i>Symposium Introduction</i>	<i>30 points</i>	
<i>Symposium Active Listening/Response</i>	<i>30 points</i>	

Skills: Preparatory writing and image collection, careful listening and summarizing, responding to presentations in oral and written form

Participation

100 points

Skills: Active participation in discussion, in-class writing, productive collaboration, respect for classmates. **Add assignments to this category at your discretion.**

Total:

1000 points

Course Policies

Grade Scale: While the First Year Writing Program grade breakdown is constructed using point values, you will not receive numerical scores; you will receive a simple letter grade for most assignments. For final grade calculation purposes, the following scale will be used. Each letter will be calculated as the highest whole-number percentage in its given range, and the according amount of points awarded. (E.g., an A- on the Annotated Bibliography would be calculated as 92% * 50 points = 46 points.)

	A 100% to 93%	A- < 93% to 90%
B+ < 90% to 87%	B < 87% to 83%	B- < 83% to 80%
C+ < 80% to 77%	C < 77% to 73%	C- < 73% to 70%
D+ < 70% to 67%	D < 67% to 60%	E < 60%

Student Work should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction of **one full letter grade** for each day past the due date (for example, B+ to C+). The grade will not be affected when an assignment is late for reasons that would result in an excused absence.

Attendance is important to the success of this class and to your development as a writer. Therefore, each unexcused absence after three will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. It is your responsibility to contact your instructor as soon as possible if you miss class. **It is program policy that nine unexcused absences will automatically result in failure for the course.**

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

Class Cancellation Policy: If class is cancelled due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Program Assessment: The First-Year Writing Program regularly undertakes program assessment to assure that university learning objectives for English 1110 are being met. To that end, the Program may collect samples of student work for review. This work will be collected

anonymously and will be used to measure overall course effectiveness, not to measure individual student achievement.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee.” In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work for one course that has also been submitted in fulfillment of the requirements of another course. For additional information, see the [Code of Student Conduct](http://studentaffairs.osu.edu/resources/) (<http://studentaffairs.osu.edu/resources/>).

Resources

Edgar Singleton is the **Director of First-Year Writing** at Ohio State. You can reach him at singleton.1@osu.edu.

The Ombud of the Writing Programs, Debra Lowry, mediates conflicts between instructors and students in Writing Programs courses. Her Autumn 2017 office hours in Denney Hall 441 are Mondays 1-3, Thursdays 9-11, and by appointment. Email lowry.40@osu.edu. All conversations with the Ombudsman are confidential.

Tanya Bomsta is the **Research Tutor for the OSU Libraries**. Tanya is available to provide help to first-and second-year writing students during any stage of the research process. Beginning September 11th, she is available for walk-in tutoring sessions in Thompson Library, Room 120. Research tutoring hours are Mondays 11am-1pm and 2-5pm; Tuesdays 2-5pm; Wednesdays 2-5pm; and Thursdays 2-5pm. Tanya can be reached at bomsta.1@osu.edu.

The **Writing Center** offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can

privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Daily Schedule

Day	Topics/Activity	Reading Due	Writing Due
Wednesday, August 23	<ul style="list-style-type: none"> • Introduction to English 1110 • Syllabus overview • First-Day Writing 		
Friday, August 25	<ul style="list-style-type: none"> • Preview the Analytical Research Paper (ARP) • Considering the writing process 	<i>The Writer's Companion</i> , Ch. 1 – “English 1110” (1-10)	First-Day Writing
Monday, August 28	<ul style="list-style-type: none"> • Exploring course theme 	Thematic reading	
Wednesday, August 30	<ul style="list-style-type: none"> • Preview Process Posts and Symposium • Finding primary sources for the ARP 	Sample Symposium Presentation	
Friday, September 1	<ul style="list-style-type: none"> • Intro to sourcing and citing images • What is Intellectual Property? 	<i>The Writer's Companion</i> , Ch.2 – “Writing Beyond Words” (11-20) “How to Find and Identify Images for Your Symposium Presentation” handout	
Monday, September 4	<ul style="list-style-type: none"> • No Classes – Labor Day 		
Wednesday, September 6	<ul style="list-style-type: none"> • What is rhetoric? • Modeling analysis of primary sources (class discussion) 	<i>The Writer's Companion</i> , Ch. 3 – “Rhetoric & Analysis” (21-30)	Process Post 1
Friday, September 8	<ul style="list-style-type: none"> • Analyzing complex texts using the Analytical Toolkit 	<i>The Writer's Companion</i> , Ch. 4 – “The Art of Analysis” (31-36)	Bring in two possible primary sources
Monday, September 11	<ul style="list-style-type: none"> • More practice with analytical tools 	<i>The Writer's Companion</i> , Ch. 4 – “The Art of Analysis” (37-54)	
Wednesday, September 13	<ul style="list-style-type: none"> • Modeling analysis of primary sources (class workshop) 		Process Post 2
Friday, September 15	<ul style="list-style-type: none"> • Exploring course theme • Rhetorical Analysis 	Thematic reading	

Monday, September 18	<ul style="list-style-type: none"> • Intro to peer review • Peer review for Primary Source Analysis 	<i>The Writer's Exchange</i> , "Peer Review as a Rhetorical Process"	Full draft of Primary Source Analysis
Wednesday, September 20	<ul style="list-style-type: none"> • Introducing the Annotated Bibliography and Secondary Source Integration (SSI) • Getting started with research 		
Friday, September 22	<ul style="list-style-type: none"> • Exploring research strategies 		Primary Source Analysis
Monday, September 25	<ul style="list-style-type: none"> • Working with secondary sources • Understanding MLA citation style 	<i>The Writer's Companion</i> , Ch. 5 – "What Are Secondary Sources, and Why Do You Need Them?" (55-60) "MLA Citation Guide"	
Wednesday, September 27	<ul style="list-style-type: none"> • Evaluating secondary sources 	Model secondary sources on Carmen	
Friday, September 29	<ul style="list-style-type: none"> • Integrating secondary sources 	<i>The Writer's Companion</i> , Ch. 5 – "What Are Secondary Sources, and Why Do You Need Them?" (61-63)	Process Post 3
Monday, October 2	<ul style="list-style-type: none"> • Thematic exploration 	Thematic reading (Instructor Activity)	
Wednesday, October 4	<ul style="list-style-type: none"> • Linking evidence and claims: Primary Source 	<i>The Writer's Companion</i> , Ch. 6 – "Writing the Paper" (65-71)	
Friday, October 6	<ul style="list-style-type: none"> • Linking evidence and claims: Secondary Sources 		
Monday, October 9	<ul style="list-style-type: none"> • From evidence to interpretation 	<i>The Writer's Companion</i> , Ch. 6 – "Writing the Paper" (72-79)	Annotated Bibliography
Wednesday, October 11	<ul style="list-style-type: none"> • Complex interpretations 	<i>The Writer's Companion</i> , Ch. 6 – "Writing the Paper" (80-85)	
Friday, October 13	<ul style="list-style-type: none"> • No Classes – Autumn Break 		
Monday, October 16	<ul style="list-style-type: none"> • How to word thesis statements 	<i>The Writer's Companion</i> , Ch. 7 – "The Thesis Statement" (87-98)	Process Post 4
Wednesday, October 18	<ul style="list-style-type: none"> • Evolving your thesis 	<i>The Writer's Companion</i> , Ch. 7 – "The Thesis Statement" (99-108)	
Friday, October 20	<ul style="list-style-type: none"> • Similarities between academic and public writing • Sign up for conference times 		

Monday, October 23	<ul style="list-style-type: none"> Working with Prezi Symposium Presentation template Getting started with Symposium Presentation scripts 		Secondary Source Integration
Wednesday, October 25	<ul style="list-style-type: none"> Using images to make meaning 	<i>The Writer's Companion</i> , Ch. 8 – “Using Images to Make Meaning” (109-114)	Process Post 5
Friday, October 27	<ul style="list-style-type: none"> Preparing your Symposium Presentation Symposium workshop 		Symposium workshop materials
Monday, October 30	<ul style="list-style-type: none"> Symposium Presentation Introductions Being an active participant in the Symposium 		Symposium Presentation Script draft
Wednesday, November 1	<ul style="list-style-type: none"> Conferences 		Symposium Presentation Introduction
Friday, November 3	<ul style="list-style-type: none"> Conferences 		
Monday, November 6	<ul style="list-style-type: none"> Structure and Organization: The Analytical Research Paper 	<i>The Writer's Companion</i> , Ch. 9 – “What is a Paper Supposed to Look Like?” (115-126)	
Wednesday, November 8	<ul style="list-style-type: none"> Structure and Organization: The Symposium 		Analytical Research Paper (draft)
Friday, November 10	<ul style="list-style-type: none"> No Classes – Veteran’s Day 		
Monday, November 13	<ul style="list-style-type: none"> Symposium 		Symposium Presentations and Active Listening Responses
Wednesday, November 15	<ul style="list-style-type: none"> Symposium 		Symposium Presentations and Active Listening Responses
Friday, November 17	<ul style="list-style-type: none"> Symposium 		Symposium Presentations and Active Listening Responses
Monday, November 20	<ul style="list-style-type: none"> Symposium 		Symposium Presentations and Active Listening Responses
Wednesday, November 22	<ul style="list-style-type: none"> No Classes – University Closed for Thanksgiving Break 		

Friday, November 24	<ul style="list-style-type: none"> • No Classes – University Closed for Thanksgiving Break 		
Monday, November 27	<ul style="list-style-type: none"> • Symposium 		Symposium Presentations and Active Listening Responses
Wednesday, November 29	<ul style="list-style-type: none"> • Symposium 		Symposium Presentations and Active Listening Responses
Friday, December 1	<ul style="list-style-type: none"> • Symposium Reflection: How can the Symposium affect your ARP? • In-class peer review 		Revised Analytical Research Paper draft
Monday, December 4	<ul style="list-style-type: none"> • Review of academic writing conventions 	<i>The Writer's Companion, Appendices (127-150)</i>	Process Post 6
Wednesday, December 6	<ul style="list-style-type: none"> • Course summary • Evaluations 		
Wednesday, December 13			Analytical Research Paper (final draft)

Appendix 2. Brief description of the assessment plan

a. GE ELOs

Level One (1110)

Expected Learning Outcomes:

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

b. Means of assessment for each ELO

Writing and Communication Level One

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(i.e. define percentage of students achieving a specified score)</i>	What is the process that will be used to review the data and propose modifications, if necessary, related to the GE expected learning outcomes?
ELO 1 Students communicate using the conventions of academic discourse.	1) Direct assessment: Rubric-based evaluation of course-students' final papers by expert readers (experienced program instructors). 2) Indirect measure: Entrance and exit surveys developed to assess students' confidence in academic writing.	1) 70% of students will meet or exceed the outcome, scoring 2 or higher (using a 4-point scale) on the, "Overall" measure, as well as criteria 1, 4, and 5. 2) Majority of students are equally or more confident at end of course than at beginning.	The Director of First-Year Writing will review the results of both the direct and indirect assessments and will, in consultation with the Writing Program Directors Committee, recommend and implement curricular and instructor training revisions as necessary.
ELO 2 Students can read critically and analytically.	1) Direct assessment: Rubric-based evaluation of course-students' final papers by expert readers (experienced program instructors). 2) Indirect measure: Entrance and exit surveys developed to assess students' confidence in research writing and critical reading.	1) 70% of students will meet or exceed the outcome, scoring 2 or higher (using a 4-point scale) on criteria 2 and 3. 2) Majority of students are equally or more confident at end of course than at beginning.	

c. Criteria for successful achievement of each ELO

See chart in Appendix 2.b. above

d. Ongoing timeline for implementing GE assessment in the course

The First-Year Writing Program will continue to collect data for purposes of both direct and indirect assessment of program effectiveness. This will be accomplished through the routine expectation that all students complete both entrance and exit questionnaires each semester and that instructors will submit randomized and anonymized samples of student work at the end of each semester. This process was begun in the Spring semester, 2018, and will continue

going forward. The submitted material will be reviewed on a regular basis, and subsequent formal reporting will be informed by the results of that review.

Additional Appendices

1. Assessment rubric used for rating of student essays

	Undeveloped	Basic	Intermediate	Advanced
1. The project establishes a clear sense of purpose and develops a central idea throughout.	The project either does not include a central idea or introduces a central idea but departs significantly from it throughout the majority of the project.	The project introduces a central idea but wanders from it to a noticeable extent. The central idea is simplistic; it is not analyzed in great complexity or depth and remains relatively static throughout the text.	The project introduces a central idea and maintains it as the primary focus throughout the majority of the text. The central idea suggests possible complexity but does not develop or engage with that complexity thoroughly.	The project introduces a compelling central idea that remains the primary focus throughout the entirety of the text. The central idea is complex and thoroughly developed; it is analyzed and evaluated throughout the text.
2. The project exhibits appropriate reading and integration of sources and evidence.	The project contains either no sources or only a single source. The source is not integrated acceptably into the text.	The project identifies source material but does not introduce it effectively or synthesize it well with the central idea or ideas from other sources. Sources are generally not evaluated critically. Source material often relates to the central idea but does not develop or complicate the central idea.	The project clearly identifies source material, introducing it efficiently and synthesizing it adequately with the central idea or ideas from other sources. Sources are analyzed to some extent. Source material supports the central idea but only somewhat develops and complicates it.	The project identifies, introduces, and attributes source material clearly and appropriately, synthesizing it productively with the central idea or ideas from other sources. Sources are effectively analyzed and evaluated. Sources are used with rhetorical purpose to support, complicate, or contrast the central idea or ideas from other sources.

<p>3. The project demonstrates an awareness of the conventions of academic discourse.</p>	<p>The project demonstrates little to no awareness of the conventions of academic discourse in terms of tone, critical reflection, or moves to enter a scholarly conversation.</p>	<p>The project demonstrates some awareness of the existence of an ongoing dialogue within a discourse community but does not deploy the conventions of academic discourse effectively with regard to tone, critical reflection, or moves to enter the scholarly conversation.</p>	<p>The project demonstrates awareness of the existence of an ongoing dialogue within a discourse community and applies the conventions of academic discourse fairly consistently throughout the paper, though some missteps with regard to tone, critical reflection, and positioning one's ideas in the scholarly conversation may still occur.</p>	<p>The project demonstrates awareness of the existence of an ongoing dialogue within a discourse community and strategically enters the scholarly conversation, engaging in critical reflection and establishing an appropriate academic tone.</p>
<p>4. The project exhibits an understanding of mechanics and usage appropriate to academic writing.</p>	<p>Issues with mechanics and usage detract substantially from the project's central idea; these issues negatively impact the project's clarity to a significant extent. Word choice and syntax are consistently overly casual, muddled, or otherwise inappropriate for academic prose.</p>	<p>Issues with mechanics and usage distract from the project's central idea to a noticeable extent; these issues negatively impact the project's clarity to some extent. Word choice and syntax are occasionally overly casual, muddled, or otherwise inappropriate for academic prose.</p>	<p>While some issues with mechanics and usage may exist, they overall do not distract from the project's central idea or have a negative impact on the project's clarity. Word choice and syntax are generally appropriate for academic prose, though some missteps may still occur. The project's style is generally clear, and contains few errors.</p>	<p>Issues with mechanics and usage are minimal and rarely have a negative effect on the project's central idea or clarity. Word choice and syntax are predominantly appropriate for academic prose. The project's style is mostly clear, economical, and precise.</p>

<p>5. The project demonstrates an understanding of format and source documentation appropriate to academic writing.</p>	<p>The project does not apply a recognizable style guide (MLA, APA etc.) or is inconsistent in its use, both in terms of appropriate formatting (font, margins, and spacing), and in-text/end- text citations.</p>	<p>The project is somewhat consistent in applying a recognizable style guide (MLA, APA, etc.), both in terms of appropriate formatting (font, margins, and spacing) and in-text/end-text citations.</p>	<p>The project applies a recognizable style guide (MLA, APA, etc.) fairly consistently throughout, with a few noticeable missteps in terms of appropriate formatting (font, margins, and spacing) and in-text/end-text citations.</p>	<p>The project applies a recognizable style guide (MLA, APA, etc.) consistently throughout, both in terms of appropriate formatting (font, margins, and spacing) and in-text/end-text citations.</p>
<p>6. OVERALL: The project effectively communicates its purpose and presents a researched analysis appropriate for the English 1110 level to an academic audience.</p>	<p>The project is not developed sufficiently to demonstrate basic expectations for an analytical research paper at a first-year collegiate level.</p>	<p>The project is developed sufficiently to demonstrate basic expectations for an analytical research paper at a first-year collegiate level, while not going significantly beyond basic expectations or while demonstrating some markedly uneven development.</p>	<p>The project is developed in some ways beyond basic expectations for an analytical research paper at a first-year collegiate level.</p>	<p>The project exceeds in many ways the basic expectations for an analytical research paper at a first- year collegiate level.</p>

2. Report on the Evolution of English 1110 in Columbus since previous program assessment in 2010

Writing programs are rarely static. Change and evolution are the norm at universities across the country, driven in part by new perceptions in the scholarly field of composition studies, in part by the program’s long commitment to innovation and leadership in the field, and in part by local circumstances outside the control of program leadership. Since 2010, the program has either been affected by or has initiated significant changes that create a new context for interpretation of the specific data generated through program review. Several of these changes

were secondary consequences of the shift to the semester in calendar in 2012, though the calendar shift itself resulted directly in modification of the course delivery.

Semester Shift—Change in Class Meeting Patterns. The consequences of the shift to semesters in 2012 have for the most part been positive. It is well documented in English Composition scholarship that improvement in student writing is a recursive process that is best accomplished over significant stretches of time. In modifying the calendar to allow students to write over 15 weeks instead of 10 weeks, greater opportunities for reflection and revision were immediately built into the syllabus. Of course this change in the pace of delivery of English 1110 must be weighed against the increased competition for student attention once students began registering for four and five courses per semester compared to the typical three courses on the quarter system. Additionally, the majority of sections of English 1110 went from meeting twice weekly for 1 hour and 48 minutes to meeting three times a week (MWF) for 55 minutes. This structural change has likely been neutral in effect as it has enabled some positive classroom dynamics while curtailing some valuable activities. The 55-minute class period conveys a sense of urgency to every class meeting, whereas instructors (especially inexperienced instructors) sometimes struggled to take full advantage of the 1 hour 48 minute class meeting. On the other hand, the longer class meetings allowed for more protracted and deeper uninterrupted inquiry and activity—especially in class meetings that involved direct analytical engagement with cultural artifacts—that is now difficult to achieve. There is currently some tension between the in-depth analytical process urged by the heuristics of the class text and the limited amount of time in a particular class meeting to make those analytical moves.

Semester Shift—Hiring of Lecturers. The indirect consequence of the semester shift with the greatest bearing on the experience of students in English 1110 was the significant change in *who* teaches the course. Previously, virtually all sections of English 1110 were taught by graduate students at various stages of their graduate studies. On semesters, graduate student teaching loads dropped from three to two per year while at the same time the number of sections per term increased by 50%. This shift necessitated the hiring of a cohort of senior lecturers to teach the additional sections. The first cohort of teachers hired for the 2012-13 academic year came from a national pool of applicants whose credentials were reviewed by a department committee before undergoing telephone interviews with me, former Vice-Chair for Rhetoric and Composition Brenda Brueggemann, and Director of Second-Year Writing Kay Halasek. As I said at the time, at no point in the history of the first-year writing program has the quality of teaching increased so dramatically in a single year. These instructors (approximately half from outside Ohio State and half made up of our recent PhD and MFA graduates) brought an unprecedented level of experience, creativity, and energy to the teaching of first-year writing.

While most of the lecturers hired in in 2012 have moved on to other positions (two remain,) these remarkable characteristics have remained in place as the department has continued to hire highly qualified instructors to replace those who leave each year (typically for tenure-track employment elsewhere.) Their work has been overseen in part by the FYWP and in part by a faculty member whose service assignment includes oversight of auxiliary faculty, including

arranging classroom observations and a legitimate annual review process. Some changes in hiring practices have occurred as a series of department chairs have 1) made hires themselves outside the application usual application process and 2) limited the pool of applicants to recent Ohio State graduates only. In all cases, we have continued to follow the College's mandate at the time of the semester shift that all hires have terminal degrees in hand.

Curricular Changes—The Symposium Project. One critical element of the English 1110 curriculum—the Analytical Research Project—has remained remarkably stable in the years since the previous program assessment. The scaffolded steps in this project are described in the attached “English 1110 Overview of Major Assignments.” In alignment with the Ohio Department of Education’s expectation for students to gain both rhetorical knowledge and experience working in multiple composition media, in 2012, the FYWP introduced the Symposium project to compliment and extend the students’ work on the Analytical Research Project. To prepare for the Symposium—an event that takes place over two weeks late in each semester and in each class—students create a presentation that contains both visual and written aspects linked to the research they have been doing all semester. In addition, this assignment asks students to reframe the claims they are making in their academic writing for a public audience, a move that impels them to reconsider the nature of the evidence they rely on, the register and diction they choose for the written element, and their overall purpose as composers.

A second and perhaps equally important consequence of the addition of the Symposium project is the creation of a unit in English 1110 focusing on attribution of visual sources and the intellectual property issues raised by their use. Students are accustomed to (if not entirely adept at) using and citing the work of others in written text environments, but the use of images found online presents an range of considerations for students to take into account in preparing the Symposium presentation.

One exciting element of the Symposium is the annual public Symposium Celebration, which has taken place for the past three years on the 11th floor of the Thompson Library. This event, which brings together students, faculty, friends, family, and classmates, features Symposium presentations nominated by instructors and selected by the FYWP staff. In this way, we have created a truly public forum for student work.

Demographic Shift—Effects of College Credit Plus. In 2008, the state of Ohio imposed on Ohio State University the mandate to accept an AP score of 3 on either the Language or Literature exam for credit for English 1110. According to the American Council of Education, an AP score of 3 is equivalent to a grade of C in the designated college course. The consequences of this policy change continue to play out as greater numbers of students take advantage of AP and other programs under the College Credit Plus umbrella to receive credit for English 1110 before arriving on campus. Currently, about one third of incoming students in Columbus have credit for the course (appendix—information from Michele Brown). In 2008, approximately 6600 students took English 1110 in Columbus; in 2016-17, we expect approximately 4000 students will take the course. While the direct curricular burden of this phenomenon has fallen more

strongly on second-level writing courses, where instructors must backtrack to bring AP students up to speed, there have certainly been shifts in the demographics of students in 1110 itself. In essence, students taking English 1110 in 2016-17 are those who lack access to or interest in advanced placement in English. There exists an unresolved tension: while students achieving advanced placement are often the most motivated, highest achieving students, the actual work of high school AP courses—especially those focusing on literature—does not overlap significantly with the curriculum of English 1110 at Ohio State or with the Ohio Department of Higher Education’s Transfer Assurance Guides.

Demographic Shift—Effects of Increased International Admissions. One demographic phenomenon offsetting the loss of students to CCP has been the significant increase in the number of international undergraduate students, which has increased from 4,238 in the 2009-10 academic year to 6,153 in 2015-16 according to the university’s “2015 Enrollment Report.” It can reasonably be assumed that virtually all international undergraduates will take English 1110, either following the sequence of ESL Composition courses or through direct placement. While the success and retention rate of international undergraduate students is high, their English language capabilities range widely, and they are sometimes unfamiliar with the American cultural touchstones that serve as objects of analysis in many sections of English 1110. Anecdotally, we have received a significant amount of positive feedback from international students regarding the Symposium Project, though this shift in curriculum was not specifically intended to meet those students’ needs. More practically, however, we have re-intensified our efforts to prepare instructors to work with English Language Learning (ELL) students. In addition to department wide workshops, we include units on working with ELL students in English 6781 (Introduction to Teaching First-Year English.) All such training is guided by the “Statement on Second Language Writing and Writers” created and recently revised by our professional organization, the Conference on College Composition and Communication (CCCC) and the growing body of scholarship on teaching ELL students in the English composition classroom.

English 1110 Online. In response to strong student demand and a university culture encouraging the development of online instruction, the FYWP piloted its first fully online sections of English 1110 in the autumn of 2014. Since that semester, online sections of 1110 have become a standard offering. All sections of 1110 online to date have been sections of 1110.01. The curriculum and goals of distance learning sections of 1110 are identical to those of in-person sections, though there are some structural changes worth noting:

- Online sections of 1110 use Carmen as the primary platform for all interaction between instructor and students, though instructors sometimes rely on outside teaching resources such as Explain Everything, an iPad-based application that allows instructors to create verbal narration to accompany a PowerPoint presentation. To date, the university’s Office of Distance Education and eLearning (ODEE) has provided instructors with iPads for this purpose.
- The pedagogy of online instruction in 1110 elevates the role of extensive guided peer review of student writing. To accomplish this, the FYWP has utilized The Writer’s

Exchange (WEx,) a software platform that facilitates anonymous exchange of writing between students in multiple sections. Instructors lead their students through three instances of WEx peer review each semester. During that period, students read and respond to multiple texts, rate those texts on variety of achievements, receive ratings themselves, and reflect in writing on the feedback on the process. WEx was originally developed for use with the second-level writing MOOC, but has now found multiple uses in the teaching of writing. In addition, an adapted version of the guide to using WEx entitled "Peer Review as Rhetorical Process," has become a standard reading in the English 1110 syllabus template.

- Online versions of English 1110 are taught by both graduate students and lecturers following training and certification by the FYWP for online teaching.

Note that the FWYP has not sought to achieve economies of scale with online instruction. We have instead adhered to ethical practices and aligned enrollment with the CCCC "Position Statement of Principles and Example Effective Practices for Online Writing Instruction," which recommends no more than 15 students in any online writing course. Though we have not achieved this goal, we have thus far limited enrollment in online sections to 18, which is below the CCCC-recommended absolute maximum of 20.

The Writer's Companion: A Guide to First-Year Writing with Excerpts from Writing Analytically. In the autumn 2016, the FYWP introduced *The Writer's Companion* as the required text for all sections of English 1110 taught by graduate students in their first year of teaching and the recommended text for all other sections. For more than a decade, the program had relied the text *Writing Analytically*, a book that introduced students to the concepts of rhetorical analysis central to the goals of the course, the university, and the Ohio Department of Higher Education. Through our strong working relationship with Cengage, the publisher of *Writing Analytically*, we have developed *The Writer's Companion*, a text that includes centrally important elements of *Writing Analytically* along with a range of program-produced materials. These original materials address the role of classical rhetoric in writing instruction, finding and integrating secondary sources, ethical use (and citation) of the intellectual property of others, using images to create meaning, and grammar and style. A portion of the royalties from sale of this text comes to the FYWP and will be used to support awards, graduate student travel, and the cost of the Symposium Celebration.