

**Course Assessment:  
CAP 111 – Honors Composition  
Fall 2006**

**Report compiled by  
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**Overview**

This assessment report is based on both indirect and direct course assessment data collected in mid-December 2006 on the Capital Scholars Honors Program **Introductory Composition Course (CAP 111)**. This report summarizes the results of: 1) an indirect assessment using an online survey of CAP 111 students, and 2) a direct assessment session using samples of CAP 111 student work. The report concludes with a series of questions soliciting assessment feedback from the team of CAP 111 faculty and instructors.

**1. Indirect Assessment – Online Survey**

Background to Survey

An **online survey** soliciting course feedback was co-developed by the Course Director and the Assistant to the Program Director, with some additional input from the Program Assistant Director. The survey was made available to all active CAP 111 students in mid-December 2006. Participation was voluntary and took place outside of class time. Of the 105 students registered for the course, 44 students responded (a response rate of 42%) of which over 62% were female and over 37% were male. See **Appendix A** for a complete summary of the survey questions and responses.

Survey Highlights:

Six survey items generated **very highly favorable responses** (80% + positive). The overall average across these items was **87% positive and only 12.76% negative**. The six items addressed were: course content, the blackboard site, the number of writing assignments, the difficulty of writing assignments, the students having enough opportunities to practice writing for academic audiences, and students understanding the basics of integrating research with their own arguments.

CAP 111 – Fall 2006 <b>Very highly favorable responses</b>	POSITIVE	NEGATIVE
	Excellent – Very Good - Good	Fair-Poor
Item 3: Course Content	90.27%	9.71%
Item 4: Blackboard Site	89.31%	10.65%
	Sufficient	Too Many/Too Few
Item 5: # of Writing Assignments	92.13%	7.86%
	Reasonable	Too Difficult/Not Difficult Enough
Item 6: Difficulty of Writing Assignments	88.66%	11.33%
	Yes	No
Item 8 <sup>a</sup> : Enough opportunities to practice writing for academic audiences	80.1%	19.9%
Item 14: Have understanding of the basics of integrating research with arguments <sup>b</sup>	83.01%	16.98%

<sup>a & b</sup> Responses to items 8 and 14 above were also elaborated upon in items 9 and 15 in qualitative, open-ended explanations (summarized below, for full details see Appendix A):

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Item 9: Did you have enough opportunities to practice writing for academic audiences? Explanation:	POSITIVE		NEGATIVE				
	Yes there were enough opportunities	I am much more mindful of who my readers are & their motivations	No there were not enough opportunities	Matrix paper overly complicated	Have assignments for other audiences eg children	Assignments were not adequately explained	Assignments were just busy work
Number of Responses	7	2	2	1	1	2	1

Item 15: Do you feel you understand the basics of integrating research with your own arguments? Explanation:	POSITIVE			NEGATIVE			
	Yes	Asking lots of questions of the prompt really helped	The integrative essay really helped	I enjoyed using my own arguments	No	Did not expand on research	The assignment was confusing – more explanation was needed
Number of Responses	7	1	1	1	6	1	4

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Four survey items generated **reasonably favorable responses** (70-79% positive). The overall average across these items was **73.69% positive and 26.29% negative**. The five items addressed were: how much students perceived they had improved as writers as a result of taking CAP 111, whether students thought they had become better critical readers, whether the course offered enough opportunities for students to assess their own writing process, and the clarity of the connections between CAP 111 and CAP 122.

CAP 111 – Fall 2006 <b>Reasonably favorable responses</b>	POSITIVE	NEGATIVE
	A great deal vs. some	Not much vs. None/Gotten worse
Item 7: Improved as writers	73.36% (17.35 + 56.01)	26.61% (24.53 + 2.08)
	Yes	No
Item 10: Become better critical readers <sup>c</sup>	70.51%	29.48%
Item 18 <sup>d</sup> : Enough opportunities to self-assess writing processes	74.08%	25.91%
Item 37 <sup>e</sup> : Clarity of the connection between CAP 111 and CAP 122	76.81%	23.18%

<sup>c, d & e</sup> Responses to items 10, 18 and 37 were also elaborated upon in items 11, 19 and 38 in qualitative, open-ended explanations summarized below (for complete details see Appendix A):

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Item 11: Do you think you have become a better critical reader as a result of this course? Explanation:	POSITIVE		NEGATIVE --- NEUTRAL					
	Yes	Very helpful to be given a list of things to look for in peer reviewing	Rhetorical analysis and coursework gave me the skills	No	Need to better explain reading strategies, more examples	I'd like to watch English movies more than reading	Not much reading to do	I don't know
Number of Responses	7	1	2	1	1	1	1	1

Item 19: Do you think the course offers enough opportunities for assessing your own writing processes? Explanation:	POSITIVE			NEGATIVE			
	Yes	On every, or most papers	Gives you the opportunity to go back and correct	No	Never told exactly what is wanted	Used too frequently – teacher should address it	More assignments needed
Number of Responses	3	5	2	1	1	2	1

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Item 38: CAP 111 and CAP 122 are designed to be connected through core concepts. Having finished these courses, are these connections clear to you? Explanation:	POSITIVE					NEGATIVE				NEUTRAL		
	Yes	Both courses have helped; linked liberal education and integrating themes; these courses gave information that was useful in many different courses	Fit together nicely, especially by the end, very clear connections	THAT'S why everything was so much the same! Connections quite clear, I often confused the classes, pretty much the same	Easy to see correlation between the essays	No, None, hardly at all, I don't know how these classes were connected, no core concepts laid out plainly and purposefully	CAP 111 did not help writing for 122	Two different courses with two different curriculum	Both had an integrative essay but that's all I can see; I only remember one time when we used something in both classes	Don't know, not sure, not certain, not really	Every once and a while you'll have a really obvious connection; only some of the concepts have been connected;	The only tie was: "interdisciplinary thinking" "self" "identity"
Number of Responses	14	3	4	2	2	11	1	1	2	7	3	4

One survey item generated a **minimally favorable response** (60-69% positive). The item in question addressed whether the course experiences caused students to value the collaborative and social aspects of the writing processes.

CAP 111 – Fall 2006 Minimally favorable response	POSITIVE	NEGATIVE
	Yes	No
Item 20 <sup>f</sup> : Course caused students to value the collaborative and social aspects of the writing process	61.4%	38.6%

<sup>f</sup>Responses to item 20 were also elaborated upon in item 21 in qualitative, open-ended explanations summarized below (for complete details see Appendix A):

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Item 21: Did your experiences in the course cause you to value the collaborative and social aspects of writing processes through either group assignments or peer reviews? Explanation:	POSITIVE				NEGATIVE				
	Yes	An opportunity to experience a college-level group	Group assignment was helpful	I liked having others read my paper – different perspectives, good to have help	No	Very little feedback came back	Assignments trivial like middle school science fair	Peer reviews not helpful	Group writing was horrible – slackers ride off better students; not helpful for reviewers or reviewees
Number of Responses	5	1	1	4	2	1	1	1	2

Two survey items generated **unfavorable responses** (59% or less positive). The overall average across these items was **41.85% positive and 58.15% negative**. The two items addressed: whether the course focused appropriately enough on grammar/mechanics and style, and whether students perceived their information literacy skills to have improved by attending the research studios.

CAP 111 – Fall 2006 <b>Unfavorable responses</b>	POSITIVE	NEGATIVE
	Yes	No
Item 12 <sup>g</sup> : Appropriate focus on grammar/mechanics and style	43.7%	56.3%
Item 16 <sup>h</sup> : Improved information literacy skills as a result of the research studios	40%	60%

<sup>g&h</sup> Responses to items 12 and 16 were also elaborated upon in items 13 and 17 in the form of qualitative, open-ended explanations summarized below (for complete details see Appendix A):

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Item 13: Do you think this course focused appropriately enough upon grammar/mechanics and style? Explanation:	POSITIVE				NEGATIVE					
	<b>Yes</b>	On style only	My AP English really helped me	Teacher corrections helped	<b>No</b>	Differences between paper styles was unclear	Grammar often left unexplained	We need regular grammar lessons	No formal focus on grammar and mechanics	Reading peers papers revealed how little they know about grammar
Number of Responses	6	1	1	3	9	1	3	3	1	2

Item 17: Do you feel your information literacy skills improved as result of the research studios? Explanation:	POSITIVE				NEGATIVE				NEUTRAL		
	<b>Yes</b>	Helped me discover was available to me through school, I took notes and used them when doing the project	The research studios helped (as much as I dislike them)	I learned new information	<b>No</b>	Many things I already knew, boring, not fun, not interesting	Pointless, huge waste of time, I'm angry	Students immature, studios not taken seriously	What are information literacy skills? <b>Not sure – not clear</b>	Studios could have been shorter	Only showed me how to use school's website; just the library system didn't learn much. Just the "Citation Machine"
Number of Responses	4	2	2	7	5	1	2	8	1	4	

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The survey also included four items that addressed specific essay assignments: an autobiographical essay, a rhetorical essay, an integrative essay and a cultural analysis essay. Students responded **highly favorably to the rhetorical essay, reasonably favorably to the autobiographical essay, and unfavorably towards the integrative and cultural analysis essays.**

CAP 111 – Fall 2006 Four Essays – Mixed response	POSITIVE	NEGATIVE
	Excellent/Good	Fair/Poor
Item 24: Rhetorical Essay	80%	20%
Item 22: Autobiographical Essay	73.04%	26.93%
Item 26: Integrative Essay	52.71%	47.25%
Item 28: Cultural Analysis Essay	50.81%	49.16%

See Appendix A (responses to items 23, 25, 27 & 29) for detailed, qualitative explanations of the fixed responses above to the essays. See also the open-ended responses to item 34 where students were asked to discuss the writing assignments for the semester: 79.3% were positive and 20.68 negative/ambivalent towards the autobiographical essay; 86.2% were positive and 13.78% were negative/ambivalent towards the rhetorical essay; on the other hand only 69.2% were positive and 30.76% were negative/ambivalent towards the integrative essay; and only 65.38% were positive and 34.61% were negative towards the cultural analysis essay.

Additional miscellaneous observations:

Anticipated Grades and Grade Awareness

Item 2 of the survey requested anticipated grades: 37.5% indicated an ‘A’, 43.75% indicated a ‘B’ and 8.1% indicated a ‘C’. In addition, and scattered throughout the survey (and especially in response to item 35), students expressed a general concern about a need to receive more frequent grade updates.

Blackboard Site

Item 35 requested suggestions for changes to the Blackboard site: more than 71% expressed complete satisfaction, 25% had a mixed response. Suggestions for change include: instructors could send emails to advise students of new postings on Blackboard; instructors should reiterate/explain information posted on Blackboard; have more grade updates.

Grammar/Mechanics and Style

While open-ended responses to item 13 indicated a high-level of interest in the course including a greater emphasis on grammar/mechanics and style, responses to item 33 indicate that the Simon & Schuster writing handbook was perceived by students as not integral to the course.

Information Literacy and Research Studios

Only 40% indicated they felt their information literacy skills had improved as a result of the research studios. 60% responded negatively (see item 16). Open ended responses to item 17 also indicated high levels of dissatisfaction with the research studios.

Writing Assessment and Peer Review Workshops

See responses to item 32 for suggestions for change to the peer review process.

Instructor Feedback

Responses to item 30 indicate that with the exception of Section A most students were very satisfied with the instructor feedback they received.

Textbooks

In item 33 (and elsewhere in the survey) students make several suggestions for both continuity and change to textbooks, as well as more or less use thereof.

## 2. Direct Assessment – Student Writing Samples

### The Direct Assessment Session: Preparation & Background

A post-hoc assessment session of CAP 111 student proposals was conducted on Monday, December 11, 2006: 9am-noon, LRH Conference Room. The assessment team consisted of: Debbie Parker (CAP 111 Director and Instructor), Amy Karliker (CAP 111 Instructor), Kandice Biggs (Former CAP 111 Instructor) and Ruth Smith (Assistant Director, CAP Honors Program). Final project proposals (handed in 12/6/06) by CAP 111 students were collected by the CAP 111 Course Director (Debbie Parker) and distributed to the assessment team at the start of the assessment session. Refreshments were available at the session. The final project for CAP 111 was a group written ‘cultural analysis’ proposal. The proposals were drawn from fifteen sections of CAP 111 out of a total of twenty-three sections taught in Fall 2006.

The CAP 111 sections represented were identified as: “Debbie Parker: A, B, C, or D”; “Lan Dong A, B, C, or D”; “Bill Carpenter A”; “Tena Helton A”; “Amy Karliker A or B”; “Joan Cormier A, B or C.” At the session, the assessment team also received a copy of the **scoring rubric** used by faculty to grade their sections’ respective proposals and which served as the assessment rubric (see **Appendix C**) and the **original prompt** for the assignment (See **Appendix D**). The rubric was developed by Debbie Parker (drawing on C. R. Wolfe & C. Haynes (in press) “Interdisciplinary Writing Assessment Profiles”) in conjunction with other CAP 111 instructors.

### Stated Purpose

The assessment session began with a brief explanation of the purpose of the session. Ruth Smith explained that this was the first of a sequence of direct assessment sessions that the CAP Honors program was initiating. It was noted that as the first of a series of planned assessments this particular session was somewhat experimental and there was every expectation that the process may not unfold as planned. Ruth observed that the overall purpose of the direct assessments was: 1) to determine better the extent CAP honors courses are realizing their specific learning outcomes and 2) to determine better the extent to which the overall learning outcomes of the entire CAP Honors program are being realized across the CAP Honors curriculum.

### General Overview of the Direct Assessment Rubric and Norming Session

The session began by the team reviewing the scoring rubric, this was done independently of any proposals. The assessment criteria were read aloud and in places paraphrased to insure the team agreed on the intent of each of the assessed categories. Next, three proposals were selected to norm the team to the rubric (see **Appendix B**). After a lengthy discussion of the three normed proposals, it was generally agreed that the team had reached a reasonable consensus on how to utilize the rubric for assessment purposes.

### The Direct Assessment Procedure

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Three different proposals were selected for assessment purposes, identified as: ‘Tena A.’, ‘Bill A.’, and ‘Parker A’ (see the individual tables below, followed by a summary of overall average assessment scores). Once the scores for each proposal were collected and discussed, the assessment session ended with a brief discussion of initial conclusions for feedback on CAP 111, feedback in anticipation of CAP 115 (for Spring 2007) and overall feedback on assessment. It was agreed that this feedback would be elaborated upon and emailed to Ruth Smith for inclusion in this report.

Assessment of : <b>TENA A.</b> Proposal		Scoring/ Assessment Rubric Criteria:	<b>Critical Argument</b>	<b>Audience</b>	<b>Content</b>	<b>Cultural Implications</b>	<b>Organization</b>	<b>Writing Style/ Language Use</b>	Total Possible Points	Grade (according to rubric)
		Possible Points:	6	6	8	4	8	8	40	A
Assessment Team	Debbie Parker	3	2	4	1	3	4	17	C-	
	Amy Karliker	4	3	5	1	3	3.5	19.5	C	
	Kandice Biggs	4	4	5	2	6	2	23	C	
	Ruth Smith	2	2	3	2	2	2	13	D	
Average Score :		3.25 out of 6	2.75 out of 6	4.25 out of 8	1.5 out of 4	3.5 out of 8	2.875 out of 8	18.125 out of 40	C	
Average Score as a Percentage of Possible Points		54.16%	45.83%	53.12%	37.5%	43.75%	35.93%	45.31%		

Table 1: Direct Assessment Scores for the ‘Tena A.’ Proposal

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Assessment of : <b>BILL A.</b> Proposal		Scoring/ Assessment Rubric Criteria:	<b>Critical Argument</b>	<b>Audience</b>	<b>Content</b>	<b>Cultural Implications</b>	<b>Organization</b>	<b>Writing Style/ Language Use</b>	Total Possible Points	Grade (according to rubric)
		Possible Points:	6	6	8	4	8	8	40	A
Assessment Team	Debbie Parker	5.5	6	7	3	8	7	36.5	A-	
	Amy Karliker	5	4-5	6-7	2	6-7	6-7	31	B	
	Kandice Biggs	5.5	6	7.5	4	8	7	38	A	
	Ruth Smith	4	6	6	3	6	6	31	B	
Average:		5 out of 6	5.625 out of 6	6.75 out of 8	3 out of 4	7.125 out of 8	6.625 out of 8	34.125 out of 40	B+	
Average Score as a Percentage of Possible Points		83.33%	93.75%	84.37%	75%	89.06%	82.81%	85.31%		

Table 2: Direct Assessment Scores for the ‘Bill A.’ Proposal

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Assessment of : <b>PARKER A.</b> Proposal		Scoring/ Assessment Rubric Criteria:	<b>Critical Argument</b>	<b>Audience</b>	<b>Content</b>	<b>Cultural Implications</b>	<b>Organization</b>	<b>Writing Style/ Language Use</b>	Total Possible Points	Grade (according to rubric)
		Possible Points:	6	6	8	4	8	8	40	A
Assessment Team	Debbie Parker	5	5	5	3	6	7	31	B	
	Amy Karliker	5	3	4	3	6	4	25	C+	
	Kandice Biggs	4	4	5	3	6.5	7	29.5	B	
	Ruth Smith	6	5	7	3	8	7	36	A-	
Average:		5 out of 6	4.25 out of 6	5.25 out of 8	3 out of 4	6.625 out of 8	6.25 out of 8	30.375 out of 40	B	
Average Score as a Percentage of Possible Points		83.33%	70.83%	65.62%	75%	82.81%	78.12%	75.93%		

Table 3: Direct Assessment Scores for the ‘Parker A.’ Proposal

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Assessment of : <b>OVERALL AVERAGE SCORES ACROSS 3 CAP 111 SECTIONS</b>	Scoring/ Assessment Rubric Criteria:	<b>Critical Argument</b>	<b>Audience</b>	<b>Content</b>	<b>Cultural Implications</b>	<b>Organization</b>	<b>Writing Style/ Language Use</b>	Total Possible Points	Grade (according to rubric)
	Possible Points:	6	6	8	4	8	8	40	A
Average points & grade /section	<b>TENA A.</b>	3.25	2.75	4.25	1.5	3.5	2.875	18.125	C
	<b>BILL A.</b>	5	5.625	6.75	3	7.125	6.625	34.125	B+
	<b>PARKER A.</b>	5	4.25	5.25	3	6.625	6.25	30.375	B
Overall Average:		4.416 out of 6	4.208 out of 6	5.416 out of 8	2.5 out of 4	5.75 out of 8	5.25 out of 8	27.541 out of 40	B
Overall Average Scores as Percentages of Possible Points:		<b>73.6%</b>	<b>70.13%</b>	<b>67.7%</b>	<b>62.5%</b>	<b>71.8%</b>	<b>65.6%</b>	<b>68.85%</b>	

Table 4: Summary – Overall Average Direct Assessment Scores

Direct Assessment Conclusions:

The assessment team only had time to assess three final proposals. The proposals reflected the work of 15 students out of a total of 105, or 14.28%. The team would have liked to assess more proposals unfortunately the norming session took longer than expected and time constraints brought the session to a close. In spite of the limited sample size, some observations are still possible and overall, when acknowledged as an initial effort to implement post-hoc direct course assessment into the CAP Honors program, the assessment session can still be viewed as very worthwhile.

Direct Assessment Feedback for CAP 111 and CAP 115 (sequenced with CAP 111)

Throughout the norming and direct assessment sessions, the team kept noting the inconsistency of voice and the limited rhetorical sensitivity/adaptation to the priorities of the audience in the sampled proposals. The problem of not writing in one voice may be a product of

the collaborative writing process but both issues need to be addressed in future classes, especially if collaborative writing projects are to be initiated.

The overall average scores expressed as a percentage (see Table 4 above) suggest that: 1) students had the most difficulty examining and analyzing cultural factors and providing their audience with substantial evidence and reasoning in support of their conclusions or inferences; 2) students had the most success forging a critical argument (i.e., stating and defining the scope of the issue, articulating a unified thesis, applying critical and analytical skills and achieving their persuasive purpose).

Given the limited quantity of proposals assessed by the team, it may be worthwhile (if time and opportunity permits) to assess retroactively additional proposals from CAP 111 to get an even better idea of the overall strengths and limitations of the students' performance (especially as CAP 111 will not meet again until August 2007). It is important to find out if the differences between student performance found across the three proposals sampled can be found within each of the CAP 111 sections, or whether students are under- and/or over-performing consistently in particular sections. As the same rubric was used for both grading and assessment purposes, the Director of the Course may wish to compare assessed scores/grades with actual faculty scores/grades as a way of monitoring possible grade inflation/deflation between sections.

The assessment team agreed that some of the format and content differences across the sampled proposals are indicative that more coordination of faculty may be needed. Debbie Parker suggested they hold more face-to-face faculty meetings next semester (as frequently as once a week). Such meetings could then be used to reiterate/negotiate/clarify the purpose and goals of particular assignments, to co-develop and test rubrics prior to implementation etc., and or to practice grading sample papers from previous classes to build greater inter-rater reliability and foster a shared sense of the standards and expectations for CAP 111 student performance. There was some discussion of the utility of introducing a portfolio grading system in future classes, so both faculty and students have an opportunity to document and observe the learning process in action. Debbie Parker emphasized the importance of the iterative writing process, learning by doing and continually reflecting on what worked, what didn't and why.

Ruth Smith expressed a wish for the faculty to review the specific learning outcomes for CAP 111 and when developing future rubrics to make sure each of the rubric criteria can be mapped onto both the specific learning criteria of the course as well as the overall learning outcomes of the CAP Honors program. It was noted that this was not possible for this session as the CAP Honors program is currently revising its learning outcomes.

### Feedback for Future Direct Assessment Sessions

#### Objectivity & Anonymity

The dynamic of having at least one member of the assessment team be an "outsider" i.e., not one of the faculty actually teaching the course, brings important objectivity to the assessment process. Having at least two faculty who teach the class on the team insures that should one

have a conflict of interest (see below), a faculty voice can still be represented in any given assessment task. Ideally all participants should have had college teaching experience and thus insight into the pedagogical challenges faced by faculty.

A related issue, is the question of whether faculty responsible for teaching a given course should have a role in the assessment process. While undue bias is always a risk, it is strongly suggested that faculty always be part of the assessment process. It is the faculty who have the most intimate knowledge of the course, of ongoing issues in the classroom and have the most to gain/lose from the assessment process. It is imperative that the process be open to faculty scrutiny. It was clear in this CAP 111 session that faculty were not afraid to engage in self-scrutiny and reassessment and that the collective motivation was to do everything possible to support and enhance the learning process.

Consideration was given before this session to the issue of student paper/faculty anonymity. Ruth Smith made the decision not to strike out the names of the students or the section they represented. The risk in not making the papers anonymous is that knowledge of the student(s), faculty, section could bias the assessment process. For example, Debbie Parker commented that she assessed the Parker A. proposal more harshly because it was one her students' proposals and she "knew we discussed this matter and they should have known better." On the other hand, being able to identify the student/faculty/section is of enormous value in terms of specific student/faculty/section intervention. If the program and course director cannot pin down the origins of a particular paper, the level and quality of feedback that can result from an assessment session risks being so generic as to be of little practical use. One solution to the bias problem is to keep the student names/faculty identified but have a conflict of interest policy in place that requires faculty involved in the assessment session to withdraw from any assessment involving students they have taught directly.

#### Breadth of Sampling

A wide selection of proposals were presented for this assessment. This practice should be continued for future sessions. In consultation with faculty, the "objective" member of the assessment team should play a primary role in the selection of samples of student work.

#### Assessment Efficiency

The rubric familiarity and norming session took far too long.. More proposals needed to be assessed in order for the results to have any real generalizability. For future sessions, careful consideration should be given to ways the team can more efficiently become familiar with the rubric/assessment instrument and the assignment to be assessed. In addition, a specific time frame should be agreed upon at the beginning to set limits on the amount of discussion following each assessment assignment. On the other hand, the interaction between the assessment participants is extremely productive. Each participant brings to the table a unique set of insights out of which develop a shared set of enriched values that are of enormous value to the program. Any idea of isolating team members and having assessment results generated independently should be strongly discouraged.

#### Setting Assessment Standards/Establishing "Value Added" Criteria

An important issue that arose in the rubric norming session was the question of standards and reasonable expectations for student performance. Debbie Parker pointed out that the proposals were the products of a freshman writing class and in no way should be assessed using standards appropriate for a senior thesis. She made the telling remark that for all the assessment team's concerns about the assessed proposals they need

to bear in mind how far the students had come over the space of just one semester. This raised the important issue of the assessment process capturing the developmental components of the learning process. To that end, the team agreed that having the students keep portfolios over the course of the semester and having samples of their early work made available to the assessment team might be one way for the assessment team to develop the necessary perspective to appreciate the level, quantity and quality of learning growth that takes place in a given classroom. Faculty are strongly advised to give careful consideration to ways of helping the assessment teams grasp how far and in what ways students' learning behaviors develop in any given class.

Audio Recording the Assessment Sessions

Successful assessment sessions should produce both quantitative and qualitative results. It is important not only to record the numerical scores of each of the participants but also to audio record their comments and thus guarantee accuracy of recall when reporting results.

### 3. Request for Faculty/Instructor Feedback

In response to the above, the CAP Honors program is requesting a feedback report from the CAP 111 instructional team. The feedback report should include responses to the questions itemized below. The CAP Honors program is very interested in documenting both what was successful and should be continued in future semesters as well as what was less successful and warrants future changes. The requested feedback response is not only intended to shed light on student learning outcomes for a given semester but is also an opportunity for instructional staff to put on record for future instructors, the main pedagogical challenges of CAP 111, the techniques/approaches/course contents/materials that have worked well, those that have not worked well, and as a result, what continuities and changes should be implemented in future semesters.

#### Indirect Assessment

- What suggestions do you have for increasing the overall response rate to the course survey?
- How accurately do the stated anticipated grades reflect actual course grades, and how do you respond to student requests for more frequent grade updates?
- What is your response to the six “highly favorable” responses? e.g., What will be done to maintain and/or increase the positive response to integrating research into argument? In other words, what is currently being done successfully to teach the integration of research into argument? What is your response to the students’ strong endorsement of the overall course content?
- What is your response to the four “reasonably favorable” responses? e.g., What explanation could there be for 56.01% responding that they saw only “some” improvement in their writing?
- What is your response to the one “minimally favorable” response? e.g., What role will student collaboration play in future classes?
- What is your response to the two “unfavorable” responses? e.g., How do you respond to student concerns about and requests for more focus on grammar/mechanics and style? What will you do to address student dissatisfaction with research studios?
- What is your response to the range of comparative feedback on specific writing assignments? Most specifically, what could account for the more and less favorable responses to the Autobiographical & Rhetorical assignments versus the Integrative & Cultural assignments? Do you anticipate any changes to the curriculum in response to this feedback?
- Do you anticipate any changes to the way the Blackboard site will be used in the future in the light of student suggestions?
- What changes (if any) do you anticipate to the peer review process, would you implement any of the student suggestions generated by survey item 32?
- What is your response to the student feedback on instructor feedback?
- What changes/continuities to textbooks do you anticipate in the light of student responses and/or requests?
- What is your overall response to the survey?
- What changes/continuities would like to see in future surveys?

**Direct Assessment**

- What is your response to the ‘Direct Assessment Conclusions’? How will the findings impact future iterations of CAP 111 and CAP 115?
- What is your response to the ‘Direct Assessment Feedback for CAP 111 and CAP 115 (sequenced with CAP 111)’? How will the findings impact future iterations of CAP 111 and CAP 115?
- What is your response to the ‘Feedback for Future Direct Assessment Sessions’? What changes would you like to see in future direct assessment sessions?

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Appendix A

CAP 111 Fall 2006 Online Survey		Section A		Section B		Section C		Section D		Section E		Section F		Totals	
		Score	%	Score	%	Score	%	Score	%	Score	%	Score	%	Raw Score Cumulative	Average %
<b>1.</b>	<b>Gender</b>														
	Male	2	22.2	3	37.5	1	25	1	12.5	4	44.4	5	83.3	16	37.48
	Female	7	77.8	5	62.5	3	75	7	87.5	5	55.6	1	16.7	28	62.51
<b>2.</b>	<b>Anticipated Grade</b>														
	A	1	11.1	4	50	2	50	2	25	5	55.6	2	33.3	16	37.5
	B	5	55.6	2	25	2	50	3	37.5	4	44.4	3	50	19	43.75
	C	1	11.1	1	12.5	0	0	2	25	0	0	0	0	4	8.1
	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	U	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Do Not Know	2	22.2	1	12.5	0	0	1	12.5	0	0	1	16.7	5	10.65
<b>3.</b>	<b>Course Content</b>														
	Excellent	1	11.1	1	12.5	1	25	0	0	1	11.1	1	16.7	5	12.73
	Very Good	3	33.3	4	50	1	25	3	37.5	2	22.2	4	66.7	17	39.11
	Good	2	22.2	2	25	2	50	4	50	6	66.7	1	16.7	17	38.43
	Fair	2	22.2	1	12.5	0	0	1	12.5	0	0	0	0	4	7.86
	Poor	1	11.1	0	0	0	0	0	0	0	0	0	0	1	1.85
<b>4.</b>	<b>Blackboard Site</b>														
	Excellent	1	11.1	2	25	0	0	0	0	2	22.2	2	33.3	7	15.26
	Very Good	4	44.4	3	37.5	2	50	5	62.5	4	44.4	2	33.3	20	45.35
	Good	4	44.4	2	25	2	50	2	25	1	11.1	1	16.7	12	28.7
	Fair	0	0	1	12.5	0	0	1	12.5	1	11.1	1	16.7	4	8.8
	Poor	0	0	0	0	0	0	0	0	1	11.1	0	0	1	1.85
<b>5.</b>	<b># Writing Assignments</b>														
	Too Many	2	22.2	0	0	0	0	1	12.5	0	0	0	0	3	5.78
	Sufficient	7	77.8	7	87.5	4	100	7	87.5	9	100	6	100	40	92.13

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	Too Few	0	0	1	12.5	0	0	0	0	0	0	0	0	1	2.08
<b>6.</b>	<b>Difficulty of Writing Assignments</b>														
	Too Difficult	2	22.2	0	0	0	00	1	12.5	0	0	2	33.3	5	11.33
	Reasonable	7	77.8	8	100	4	100	7	87.5	9	100	4	66.7	39	88.66
	Not Difficult Enough	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>7.</b>	<b>How much have you improved as a writer as a result of taking this class?</b>														
	A great deal	0	0	3	37.5	0	0	0	0	3	33.3	2	33.3	8	17.35
	Some	6	66.7	4	50	3	75	4	50	4	44.4	3	50	24	56.01
	Not much	3	33.3	1	12.5	1	25	3	37.5	2	22.2	1	16.7	11	24.53
	None/Gotten worse	0	0	0	0	0	0	1	12.5	0	0	0	0	1	2.08
<b>8.</b>	<b>Did you have enough opportunities to practice writing for academic audiences?</b>														
	Yes	8	88.9	7	87.5	4	100	3	37.5	6	66.7	5	100	33	80.1
	No	1	11.1	1	12.5	0	0	5	62.5	3	33.3	0	0	10	19.9
<b>9.</b>	<b>Explanation – see below:</b>	3		3		1		0		1		2		10	
	<ul style="list-style-type: none"> <li>• For half a semester, the amount of work and the topics at hand seemed appropriate. However, I believe some of the assignments (particularly, the Matrix paper) were overly complicated and could have been simplified a little (F)</li> <li>• The major writing assignments involved us writing towards an academic audience (F)</li> <li>• I feel like I still need more practice writing for academic audiences but I felt that we had enough for just one semester (E)</li> <li>• Yes, we did have enough opportunities to practice writing for academic audience, because i think all we have done is do that. (D)</li> <li>• the essays we did really didn't require a lot of critical thinking, nor did they capture a lot of interest for me. (D)</li> <li>• Assignments were not adequately explained to students and often students felt as though assignments were busy work. (D)</li> <li>• i think with more writing assignments we could have been able to help ourselves learn what exactly we ou rteacher was looking for in the paper (D)</li> <li>• several large papers were enough (C)</li> <li>• yes. There was a lot of academic writing present. I dont know if this is a concern, but it would be nice to write something not for an academic audience (for children, maybe) to help understand the difference between writing for academic audiences and writing for children. For example, anyone who wants to be a teacher must learn how to put things in simple terms. It would have been nice to incorporate some kind of paper involving simplicity. (B)</li> <li>• Before this class, I didn't even know what the word rhetorical meant. Now I am much more mindful of how to present myself to my readers and what their motivations are. (B)</li> <li>• I want more writing. I want my writing get better and better. (B)</li> <li>• I believe we did have opportunities but i think the instructor should have gone over the whole concept more in depth (A)</li> <li>• Yes, I have learned how to write to a variety of audiences. (A)</li> <li>• Most assignments called for academic audience. (A)</li> </ul>														
<b>10</b>	<b>Do you think you have become a better critical reader as a result of this course?</b>														
	Yes	6	66.7	6	75	2	50	5	62.5	8	88.9	4	80	31	70.51

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	No	3	33.3	2	25	2	50	3	37.5	1	11.1	1	20	12	29.48
11	Explanation – see below:	4		4		1		2		0		1		12	
<ul style="list-style-type: none"> <li>• In terms of looking for what I need to write a college level paper, yes (F)</li> <li>• yes, i do because we read a lot of things and we needed to read critically to understand the material. (D)</li> <li>• should help eplain critical reading stratigies more use examples (D)</li> <li>• there was not much reading to do so (C)</li> <li>• yes. It was useful to be given a question list of things to look for when peer reviewing. That really helped me to understand what needed to be corrected and, as a result, helped me to look for a lot of different things in a paper. (B)</li> <li>• Just as in my response to question number 9, the rhetorical analysis and the coursework in general gave me the skills to analyze a peice of work from several angles (B)</li> <li>• I've always been able to correct papers better than write them. The more I get to correct the more I see how my papers should look. (B)</li> <li>• I know reading was boring. But i have to read for my class. The reading would help my writing better. But I like to watch English Movies more than to reading. (B)</li> <li>• I think now i think in more different views when i read something. Like looking at the text in different diciplins (A)</li> <li>• I did the annotations. (A)</li> <li>• I dont know if I have or not (A)</li> <li>• Readings had to be read carefully and annotated extensively, which allowed me to become a critical reader (A)</li> </ul>															
12	<b>Do you think this course focused appropriately enough upon grammar/mechanics and style?</b>														
	Yes	8	88.9	6	75	1	25	0	0	3	33.3	2	40	20	43.7
	No	1	11.1	2	25	3	75	8	100	6	66.7	3	60	23	56.3
13	Explanation – see below:	3		4		1		6		1		2		17	
<ul style="list-style-type: none"> <li>• It wasn't really a major focus, but it was there. I think that is an optimum level of focus (F)</li> <li>• This is because, being a college course, we should no longer need the grammar side of the "English class" (F)</li> <li>• The differences between the paper styles were unclear, and so were the instructions (E)</li> <li>• No, I really don't because we didn't really parctice grammar and mechanics, but style we did use on our paper. We had no formal practice for grammar we just used in paper and the teacher corrected it. (D)</li> <li>• Reading a lot of my peers' essays, i have come to the conclusion that they know little to nothing about grammar and they should repeat some high school english. (D)</li> <li>• Grammar was often left unexplained and I assume that professors expect students to already know the information. Grammar is not taught as much now throughout high school and this needs to be adressed. (D)</li> <li>• What grammar? I felt that there was no grammar taught, we were expected to know it. I think it would be helpful if a grammar lesson was taught every week or so in class to help us with our papers (D)</li> <li>• i think we could benefit from actual lessons on grammar and style rather than just being told to use them in a paper (D)</li> <li>• There was very little grammatical coverage and I found peer essays to have a lot of grammar and contextual difficulties. (C)</li> <li>• i learned a few things things but for the most part i felt that i knew what we were discussing from the SS book. I dont know that other people felt the same way though. I took an AP English course so i feel that the AP class helped me considerably prepare for this course. (B)</li> <li>• Most of the focus in the class went beyond those things, and made the assumption that we knew many of these concepts, with exception to one writting studio and a couple of homework assignments from our textbook. (B)</li> <li>• Teacher corrections along with peer reviews really helped. (B)</li> <li>• I know the grammar was imporant to the writing. I leanred for Amy, waht she gave me back my paper and the mistake i made. (B)</li> </ul>															

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- yes but i think we didnt go over much grammar as i would have liked to (A)
- We did a lot of work in Simon and Schuster book. (A)
- I learned from my mistakes. (A)

<b>14</b>	<b>Do you feel you understand the basics of integrating research with your own arguments?</b>														
	Yes	7	77.8	8	100	4	100	5	62.5	7	77.8	4	80	35	83.01
	No	2	22.2	0	0	0	0	3	37.5	2	22.2	1	20	8	16.98
<b>15</b>	<b>Explanation – see below:</b>	3		4		0		5		1		1		14	

- Again, the Matrix paper was so confusing that I felt I just wrote a paper and hoped it met the specifications of what was required. I think you might want to either pick a simpiler topic or spend more time discussing what was required (F)
- I did before, the class did not expand on the research element (E)
- Yes, i really do understand the basics of integrating research with my own arugements. It really helped doing the intergrative essay, it was hard to understand at first but with a little ,more help it was alright. (D)
- This was not explained enough for me to be able to use it properly in papers (D)
- yes, i understand this better than i had in the past (D)
- that assignment was not explained well enough for me to grasp the assignment (D)
- i feel sufficient enough to answer yes to the above question, but when it comes to organizing the paper i have problems. Where should my input go in accordance with the research? it seems like there are many different ways to organize the paper, but is one way more correct than another? I found that one of the best ways for me to conquer the integrative paper (matrix) was to ask a lot of questions regarding the prompt, questions such as "what is the prompt looking for?". Maybe it's just me but asking questions of the prompt made things easier to understand, more structured. Structure, for me, is good. I like having steps to follow. (B)
- I beleive I am able to take several sources, and use them to explain and analyze a phenomena that we want to understand. (B)
- Ive had to do research papers in high school, but not with my own arguments. I really enjoyed that. (B)
- know i did not understand all what I have learned to in the course. But I the new way what Amy taught me. I know Amy will help me, if I have questio. I afraid her before the course. Now no way. (B)
- I think have a good amount of understanding of how to intergrate different readings and text together (A)
- I know how to integrate resources smoothly. (A)
- Assignment wasn't very well explained. (A)

<b>16</b>	<b>Do you feel that your information literacy skills improved as a result of the research studios?</b>														
	Yes	5	55.6	5	62.5	0	0	3	37.5	4	44.4	2	40	19	40
	No	4	44.4	3	37.5	3	100	5	62.5	5	55.6	3	60	23	60
<b>17</b>	<b>Explanation – see below:</b>	4		5		1		5		2		2		19	

- It helped me discover what was available to me through school (F)
- Many of the things covered in the research studios were things I already knew. For a large portion of sources, I can write the MLA citations. (F)
- The studios were pointless and a huge waste of time. I am still angry that they were required (E)
- The research studios could have been shorter though (E)
- It was a bit boring though, the writing studio was better. (D)
- Often other students were immature and loud during studios. Many only went because it was required and mainly surfed the internet during that time. When student

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- immaturity was at its peak (such as searching for the apparently hilarious word "vagina), the research studio instructor encouraged the waste of time. (D)
- Make the reasearch studios funner and a better times, maybe during class so people are more interested and don't fall asleep or AIM (D)
- no one took them seriously (D)
- yes and no: the research studios taught me a lot of things i already knew. and we were only shown how to research on the schools website (D)
- Yeah, they gave us some guidance as to the library system at UIS, but I really didn't learn much. (C)
- the research studios helped. As much as i disliked going to them, each one had a good point to make. (B)
- I learned about Descartes, Plato's Allegory of the Cave, Mama Day, and a liberal arts education, all of which were topics that were never covered at my High School. (B)
- uuhh..information literacy skills? learning to read information? yes. (B)
- most of the research studies were not useful. the ones that were pertained to using the online libray reasources. (B)
- The research studios helps lost to me. I knew, it was boring. But it help me how to find the information. (B)
- just a little but everything helps (A)
- I took notes and used them when doing the project that went along with the research studio. (A)
- but i'm not sure what that is. (A)
- Learned about Citation Machine (A)

18	<b>Do you think that the course offers enough opportunities for assessing your own writing processes?</b>															
	Yes	8	88.9	8	100	2	50	6	75	5	55.6	3	75	32	74.08	
	No	1	11.1	0	0	2	50	2	25	4	44.4	1	25	10	25.91	
19	Explanation – see below:	2		4		0		4		1		1		12		

- Every single paper had the chance for peer review and teacher review (F)
- The instructors never say exactly what they want, nor will they tell you how to correct your mistakes (E)
- i didn't really feel lik i did assess my own writing process. (D)
- I think that "peer response" was used too frequently. When students are first getting to know one another, asking them to criticize each other's work is not going to provide truthful responses. (D)
- the self assesmets were a good idea, however what i was doing wrong was not helped by the class. the teacher should adress what we are assesing ourselves about to help us improve on other papers (D)
- if we had more assignments it would be better though (D)
- we did a lot of reflections on our papers, especially for our portfolio. That helped to analyze what i did and how and why i made the corrections i did. (B)
- We have to write self evaluations for many of our papers. (B)
- Yes the final portfolio gives me a chance to go backc through all my work and correct it. (B)
- yes, Amy knew I have writing trouble. She gave enoug time to finish writing. she did not yell, you are later to turn the paper. She only want the perfect paper what i done. I learn the mistake I have wrting. Thank Amy (B)
- I did editing notebooks. (A)
- Required a self-assessment with every assignment that made me look back to all i had done. (A)

20	<b>Did your experiences in the course cause you to value the collaborative and social aspects of writing processes through either group assignments or peer reviews?</b>														
	Yes	7	77.8	5	62.5	2	50	5	71.4	6	66.7	2	40	27	61.4

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	No	2	22.2	3	37.5	2	50	2	28.6	3	33.3	3	60	15	38.6
21	Explanation – see below:	2		4		1		3		0		2		10	
<ul style="list-style-type: none"> <li>• It allowed me to experience a college-level group project and what would be expected of each group member (F)</li> <li>• Except for the last group, I got very little feedback on any of my assignments to be peer reviewed. They never put much effort into it (F)</li> <li>• It really helped to deal with members of a team because we gained a lot of understanding. (D)</li> <li>• I thought the peer reviews were not helpful for either the reviewers or the reviewees (D)</li> <li>• the group assignment helped with this, but peer review did not (D)</li> <li>• However, I found the assignment to be rather trivial and almost middle school science fair-like. (C)</li> <li>• i like having others read my paper because it gives me a new perspective. I enjoy reading others simply because i can ask questions about their paper. I was always told to keep the questions words in mind (why, what, how...etc) because if at any point during a paper you feel that those questions are not being answered, the writer should know so that they can answer those questions. I've found this method to be useful because it really improves papers once the writer adds the detail that needs to be added. (B)</li> <li>• I felt the peer review allowed students to show me different aspects of my topic that I had never thought of before. (B)</li> <li>• the group writing project was horrible. it was simply a way for slackers to ride of off better students work (B)</li> <li>• This is the course, i did not ahve before. I very like it. I want to learn the way what Amy taugh. She taugh very well. (B)</li> <li>• I commented on scholarly sources as well as peers in the class. (A)</li> <li>• Our group project made me realize how good it is to have help with projects. (A)</li> </ul>															
22	<b>Visual Autobiographical Essay</b>														
	Excellent	1	11.1	2	25	1	25	3	37.5	2	22.2	1	20	10	23.46
	Good	5	55.6	4	50	2	50	3	37.5	4	44.4	3	60	21	49.58
	Fair	2	22.2	2	25	1	25	2	25	2	22.2	1	20	10	23.23
	Poor	1	11.1	0	0	0	0	0	0	1	11.1	0	0	2	3.7
23	Explanation –see below:	4		5		0		4		1		2		16	
<ul style="list-style-type: none"> <li>• I've never liked writing papers about myself, so this is more of a personal thing than anything (F)</li> <li>• There really was no set way to do these (F)</li> <li>• Good writing topic to start off the first year, first semester with (E)</li> <li>• It really made me think about myself and who and what i am. (D)</li> <li>• Although the assignment was simple, i feel that it was somewhat of a waste of time. Rather than getting to know one another through posters we could have been reviewing MLA and other important things. (D)</li> <li>• This was a fun and creative assingmet. I enjoyed it a lot (D)</li> <li>• it was a good assignment, but it was easy and predictable which is okay for the first one (D)</li> <li>• i did not really understand why we had to have the visual presentation (B)</li> <li>• It was fun. I enjoyed writing it. I never realized how much i DONT talk/write about myself. It was actually kind of hard. Fun and hard, a good combination. (B)</li> </ul>															
<ul style="list-style-type: none"> <li>• This project helped me to come up with a defining moment in another class I am taking "Who am I". (B)</li> <li>• Ive never done an autobiography project and this was really fun to let the class know about my background and get a glimpse into other's lives, get to know them a little better. (B)</li> <li>• It was the long essay to write it. It made me think back waht happen. I did essay, but very like the way I wrote. (B)</li> <li>• N/A (A)</li> </ul>															

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- It needed to be explained more. (A)
- I think it is too much like the kind of assignments we would get in middle school when the new year started. This should dprobably be changed. (A)
- this was fun! (A)

**24 Rhetorical Essay**

Excellent	0	0	1	12.5	1	25	1	12.5	3	33.3	1	20	7	17.21
Good	6	75	6	75	2	50	4	50	6	66.7	3	60	27	62.78
Fair	2	25	1	12.5	1	25	3	37.5	0	0	1	20	8	20.00
Poor	0	0	0		0	0	0	0	0	0	0	0	0	
25 Explanation –see below:	1		4		0		4		1				10	

- This was the paper I felt the most confident on. We were prepared well. (F)
- I don't remember this essay (F)
- A little difficult (E)
- It was hard to understand, what to do. (D)
- I did not understand this assignment. (D)
- allowed for some creativeness and the assingmet guidelines were adequately lined out (D)
- it forced us to pay close attention to the rhetorical situation in a piece of writing, but i think it was could have been easy or hard to do depending on the piece of literature you chose to use (D)
- This probably proved to me that i could write on anything if i tried hard enough. I didnt like it very much but it was successful in proving its point about bias. (B)
- Before this assignment, I did not know what a rhetorical analysis was. I believe some of what you have to consider when you do a rhetorical analysis, such as the reliablity of the source, may be useful to me in a future career. (B)
- It was hard to find enough to write about to fill the required pages. (B)
- The peom essay, i wrote. It was amazing. It made taught me how the life come aand back. Sometime the life will black and white. But you can made different colore if you want to. (B)
- I could of used help before I started writing it. Because after I wrote it, I had to do tons of corrections because I did not start out the right way. (A)

**26 Integrative Essay**

Excellent	0	0	2	25	1	25	1	12.5	2	22.2	0	0	6	14.11
Good	4	44.4	3	37.5	2	50	3	37.5	2	22.2	2	40	16	38.6
Fair	4	44.4	3	37.5	1	25	2	25	2	22.2	2	40	14	32.35
Poor	1	11.1	0	0	0	0	2	25	3	33.3	1	20	7	14.9
27 Explanation –see below:	2		4		0		4		2		3		15	

- See previous comments (F)
- This was a somewhat difficult essay (F)
- I am still unclear as to what we were supposed to be writing about (F)
- I hated the matrix, plato, and descartes. This assignment should be in cap122 who am I? and not included in this course (E)
- A little difficult (E)
- It was hard to understand, what to do. (D)
- I thought the integration aspect of this assingment was not clearly stated. Also, the guidelines were very confusing this assingment need re-tooling (D)

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- in the begining the concept of integratig was difficult to grasp, but by the end of the paper its intentional purpose became clear (D)
- the assignment needs a lot of explaining like the instructors did with teh cultural analysis. (D)
- i liked this essay the most because it really challenged my structural abilities for the paper. It also tested my ability to read the prompt correctly and find what was being stressed in the paper. (B)
- I liked it because I love the Matrix. I think the process itself could be helpful in later classes. However, I did not like to focus on the technology aspect of it. (B)
- Oh man. That paper was challenging, in a good way. It was hard understand exactly what was expected. Everyone seemed to have a little bit different explanation, so we couldnt really explain it to eachother. It was just confusing. (B)
- It was fast the writing and you can not think about how it fast. You did not know waht happen. (B)
- More expamples of essays before I started writing. (A)
- I didn't like this very much. (A)

<b>28</b>	<b>Cultural Analysis Essay</b>															
	Excellent	1	11.1	1	12.5	0	0	2	25	2	22.2	1	20	7	15.13	
	Good	4	44.4	3	37.5	1	25	2	25	2	22.2	3	60	15	35.68	
	Fair	4	44.4	3	37.5	2	50	4	50	5	55.6	0	0	18	39.58	
	Poor	0	0	1	12.5	1	25	0	0	0	0	1	20	3	9.58	
<b>29</b>	<b>Explanation –see below:</b>	2		4		0		3		3		3		13		

- I felt that I had a good grasp on what was required as well as the subject material on hand (F)
- My group for this was well chosen (F)
- This essay seemed like it should be in a business class, not a writing class (F)
- The essay and the research required was good but the group aspect was difficult. (E)
- Group projects suck but the project was not too hard Mama Day was horrible It would have been more efficient to choose a real town and not a make beleive culture. (E)
- This was good being the first semester to get me used to working on group projects.(E)
- I think we did good, and we understand what we did. It also gave me a future look on proposals and such. (D)
- interesting to work in groups, but the process was confusing did not like to proposal type paper outline think groups should be picked by students Liked the book choice, and freedom to chose business (D)
- it was creative, and i liked the poster sesion, but i did not like working in a group for this project. it might have been better had we picked the groups (D)
- this was pretty simple. The difficult part was working in a group while writing. Group writing is really hard to do. I'm used to writing things my way and i didnt want to offend anyone by taking over...so i didnt take over and we stumbled through the cultural and business analyses. How are you supposed to approach group writing? (B)
- Working in a group was very inefficient in some ways. When my group met, often at least half of us had nothing to do but support whoever was working on a particular section of the project. Writing as a group is a lot harder than writing by yourself. Perhaps we should have split up the work and worked on it alone instead. (B)
- I loved that project. I had fun, different and yet gets ya thinking. (B)
- I did learning cultural with the writing. cultural was different to anybody. (B)
- I loved this project! (A)
- I did not like how the groups worked out. I think group work is overrated and inefficent. (A)

**30** Please discuss your perception of the usefulness of the feedback you received from your instructor.

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- Overall, the feedback was good. However, occasionally we would go off into these strange tangents about rebelling against society that, while inspiring in a way, where a little unappreciated when a paper was due the next day (F)
- Many of the comments forced me to think about my writing, thus, being useful (F)
- My instructor answered any and all of my questions with constructive and inventive answers (F)
- I believe that feedback from the instructor is very useful because every teacher is different and has a different style. So by them giving feedback we can make our papers to their style so we get better grades. (E)
- All the feedback and advice I received from my instructor was very useful in the editing and revising of any if not all of the writing assignments.(E)
- The feedback from my instructor was very helpful in my writing process. (E)
- My professor, Lan, was very helpful in the writing of most of the major writing assignments. (E)
- I felt that the feedback from my professor was helpful in improving my writing skills. (E)
- My personal instructor was great. I got useful feedback and she posted extra items on blackboard that could help with assignments. Lan Dong has great instruction and could have a great class if she was not tied down by the team taught course. (E)
- Not much feedback (E)
- My instructor gave me good feedback. She was always willing to help when I asked questions and did give me good advice. (E)
- It was very good, sometimes it made me mad, but other times it was useful. (D)
- I did get decent feedback about revisions. (D)
- When given feedback, I would try to address those specific problems with the only goal of getting a better grade rather than understanding it. (D)
- the feedback was valuable and allowed me to do better on my assignment (D)
- Instructor did not give enough feedback did not help enough with the process of writing the papers feedback wise, only relied on peer reviews. I think the teacher should review as well (D)
- the feedback I received was helpful. comments on papers are especially helpful. in some ways, I like when a teacher rips apart my paper. we had frequent meetings with our teacher directly which also helped (D)
- the feedback was alright, when I emailed her though it took a long time before she emailed me back, if she ever did email me back (D)
- I found her feedback useful to work to her specifications. (C)
- The instructor helped me by discussing and going over certain weak spots of writing especially if the class had trouble overall (C)
- Amy Karliker did a wonderful job of giving me feedback and making it understandable. She gave detailed revisions on each of our papers and returned them to us so we could see what we had done wrong. (B)
- The feedback I received was useful. (B)
- the feedback I got back was really helpful. Two main problems I fixed were tenses and knowing when to start a new paragraph. they turned into things I looked for in everyone else's papers. (B)
- Our instructor laid out everything. If we were ever confused about an aspect of the assignment, she would usually have it answered in an email. (B)
- She helped me the most when it came to my improvement in the class. She was always more than willing to work one on one with any student and even stay after class to give extra help. (B)
- my instructor (amy karlicker) proved to be very benifical in instructing me in what could make me a better writer as a whole (B)
- Yes, Amy taught well. I can understand her. Sometime I want her talk more and explain or give an example. (B)
- I believe my instructor was very honest. She gave me ideas on how to fix the problems and offered to help me at anytime when she was available (A)
- She helped me when I asked for help. (A)
- it helped I guess (A)
- It was alright. (A)
- Helpful but confusing (A)

- I received a lot of feedback that made me feel like a bad writer. It was useful but made me sad. (A)
- Very useful (A)
- The feedback I received was ok. It wasn't excellent and didn't always help me. I wish my class could have had more chances to complete rewrites on our papers. (A)

**31 | Please discuss your perception of the usefulness of the feedback you received in peer review workshops**

- Unfortunately for me, the peer review group I was in wasn't exactly the most motivated. However, peer reviews outside of class were very effective, depending on if you talked to someone who was willing to actually take the time or not (F)
- I did not get very much feedback from my "writing group," and I felt those people were completely useless. The idea was good (F)
- The peer review workshops did not help as much as the instructor because most of the students did not thoroughly review my essays. In addition, the comments they provided were not extremely constructive or helpful (F)
- I always like peer review because we are not afraid to tear our friends papers apart to make them better. most of the time they help with all of the small errors that while writing a paper we don't catch (E)
- Peer edit workshops were also very helpful for the most part. It gives us an opportunity to find mistakes we wouldn't have found before. (E)
- The peer review workshops were helpful for me to understand what other people interpret from my writing. (E)
- Peer review sessions were just as helpful if not more so than Lan's feedback. Getting more opinions on a certain section of a paper makes it much easier to revise. (E)
- I felt that the feedback from peer review workshops were not as useful. Most peers are also friends and don't want to be critical to others in fear of offending them. (E)
- Just editing help (E)
- Sometimes good. (E)
- The peer review workshops varied. Sometimes they were good but sometimes they were useless depending on the person that reviewed it. (E)
- It was ok, but sometimes it felt like my peers didn't really give good feedback. I felt like they didn't really feel like they wanted to help and it felt like everyone was competitive and wanted others do bad. (D)
- most of my peers needed my help more than i needed theirs. and by "most of" i mean all but about 3. (D)
- I thought that they were not useful at all. Not all students are at the same writing level and having a student who writes excellently and one who writes poorly examine each other's work does not prove useful. (D)
- it helped me catch mistakes that I had not paid attention to (D)
- Was not very useful seemed like busy work answers to the questions (D)
- the feedback i received from peers was not very useful, and i still do not like peer reviewing others' papers (D)
- the peer reviews helped a lot, we got more feedback from them than we did our instructor (D)
- There wasn't much usefulness. (C)
- some helped, but overall was not very useful (C)
- It was nice to see what they thought of my papers and what I had missed. (B)
- I received useful feedback. (B)
- It was useful to have others peer review my work because a lot of times i forget that people don't know what i'm talking about when i'll talk about an event, even though i believe it to be common. (B)
- I improved many of my papers that way. Many of the comments I didn't agree with however. But even those comments allowed me to look at my paper in a different way. (B)
- Some times peer reviews are frustrating because they may make a correction that does not necessarily need to be made. Most people aren't very good editors as students. (B)
- Yes, the workshop talking and talking. It was boring. But it was the easy way to learn with small group. (B)

- The peer review was very useful because i got the feedback of an individual whom understands things from the point i had (A)
- They helped when I corrected my assignments. (A)
- it helped i guess (A)
- It was fairly useful. (A)
- A little helpful, but we get sick of doing it (A)
- This was pretty useful but everyone was afraid of being too harsh. (A)
- Somewhat useful (A)
- Some of the peer review workshops helped but students didn't always critiques as much or take it seriously. (A)

**32 What suggestions do you have for improving the effectiveness of peer review workshops?**

- Maybe, instead of having groups, just have each person pick two people to peer review (F)
- Choose better groups. If this is asking about the studios, I say get rid of them. The Writing Studios were 100% utterly useless to me (F)
- The instructors should assign more grades for the workshops; therefore maybe more students would provide constructive comments (F)
- N/A (E)
- n/a (E)
- none (E)
- None. (E)
- For them to be anonymous. (E)
- Nothing (E)
- n/a (E)
- Group peer review instead of individual (E)
- Well you can't change anything, its up to the peer to do that. (D)
- try to get the kids to care about the class? there really isn't a lot you can do to improve that kind of thing without directly influencing the attitude of individuals. (D)
- Get rid of them. (D)
- shorter workshops (D)
- one on one with people, not online draw up own questions related to your papers not the pre-made questions (D)
- i would say have more of them (D)
- Perhaps more of them? (C)
- better guidelines for what a reviewer should be looking for (C)
- None. (B)
- More of them. (B)
- i dont know. i really liked having a format to follow/questions to answer. It helps to know what is and is not needed in papers so that i can find what the writer doesnt see. (B)
- Nothing really. I just prefer teacher's input over random students. I may have friends that I know are smart or talented in writing so when we're at our dorm I have them help me. (B)
- I changed for waht Amy taught me. How she imporve my essay and mistake I made.I will do better. (B)
- N/A (A)
- None (A)
- Theyre fine (A)

- None (A)
- Make them fun and not boring (A)
- None (A)
- I don't know (A)
- None (A)

**33 | Please discuss the textbooks for the course. Which ones would you keep and which ones would you change?**

- Since the only one I can really think of is the Writer's Handbook, I guess keep it? (F)
- Mama Day was a little dry for my taste, but it got the job done (F)
- I did not use the writing handbook once throughout the entire semester (F)
- I think the writing hand book was pretty useless, and even when we were suppose to use it, i never did. Mama day was a good book and the project behind it was fun (E)
- I will keep the writing handbook because of the usefulness of its content. (E)
- None (E)
- I would keep all textbooks, although, perhaps rely less heavily on the Simon and Schuster textbook. (E)
- I thought that the textbooks for this course were useful and would keep all of them. (E)
- Mama Day needs to leave along with Plato Descartes and the Matrix film. Everything else was not bad. (E)
- Writer's handbook and Mama Day are boring. (E)
- I will keep the writing handbook because it will be a good source. (E)
- I liked all of them, so i didn't really mind any of them. (D)
- i did not like having to read the old philosophers' texts. i enjoy reading something written in new English. (D)
- Well, the S&S Handbook was rarely if ever opened by many students. Mamma Day was an alright novel but should not have a large project based on it. (D)
- there weren't really any text books (D)
- Handbook was helpfull, but not addressed enough for helpfulness in paper writing should do more with it Loved the Mama Day book for the cultural analysis paper, a good choice (D)
- the novel was useful, but the writer's manual was not. i am sure it has good information in it, but it would have to be studied more closely in class lessons to be effective because students are not going to read that on their own time (D)
- would say maybe change the book, Mama Day i know a lot of people didnt like it or didnt read it because it was boring (D)
- Can't say we had many texts to work from. (C)
- we didn't have many textbooks except for mama day, and that was an ok read (C)
- Although in the beginning we used the writer's book, it would have been more sufficient just to have discussed the issues we looked at in the book. The other textbooks were good. (B)
- I would keep them all. (B)
- the ss book has a lot of potential. I think we could have gotten more out of the book than we actually did. what we did talk about from that book (for the most part), I already knew. (B)
- I wouldn't know what other textbooks to use, so I don't really have an opinion. (B)
- I didn't have a problem with any of them. (B)
- i would not have read mama day unless it was integrated better into the assingment. the text book was o.k., but not that useful (B)
- The texbook, sometime I readed it. I get lost. I have to read more one. It was help my Independ Study course. (B)
- I enjoyed most of the text (A)

- Mama Day was a really great book. (A)
- the silver one keep, mama day u need for the assignment but i didnt read it so i dont know (A)
- I did nto find Mama Day to be that interesting. (A)
- None (A)
- We didn't use the handbook for writers very much. I liked Mama Day a lot, but the time constraints on this book were slighly unrealistic. (A)
- keep all (A)
- I would keep Mama Day. It was an interesting book and fun to read. It just wasn't a boring book. (A)

**34 | Please discuss the writing assignments for the semester. Which ones did you find most useful and which ones would you change?**

- Again, see previous comments for full explanations. Keep them all except the integrative essay. You can keep the concept, just change the subject material or explain it better (F)
- The integrative essay was most useful, but the other ones weren't truly useful at this current time for me (F)
- All of the writing assignments had their values. After completing the final writing assignment, my skills as a writer have greatly improved (F)
- I liked everyone besides the integrative essay where we had to compare the matrix and everything. I thought it was a useless paper. And to compare so many different things is not a logical thing that we will have to do in the future. (E)
- All the assignmments were useful in approving writing skills, the integrative I think was the most useful because I had never completed one before, and because of this course, I now know how to complete one. (E)
- I thought the rhetorical analysis and integrative essay were the most useful and I would change the visual autobiography. (E)
- I found the integrative essay the most helpful in terms of improving my writing. I would however change the Cultural Analysis. It wasn't exactly the most intriguing subject to write on, but perhaps doing a group project with several topics to choose from instead of just Willow Springs. (E)
- I found the rhetorical analysis to be the most useful because it incornporated into all other assignments and readings. I would change the group aspect of the cultural analysis. (E)
- The integrative essays felt like personal interprtations and a waste of time (E)
- Integrative essay should not for me to go with sources provided by teacher (Descarte, Matrix, Allegory) (E)
- The project was good. I felt the middle two were useless when I wrote them but realized it has helped me write other papers. (E)
- Well actually everything was useful. (D)
- the most useful was probably the iontegrative essay, because it taught me to incorporate multiple sources into one subject, as well as find my own source. i did not see the point of the cultural analysis "portfolio presentation" stance at evaluating Mama Day at all. that could've been set up in a more constructive way. (D)
- I think that we should have done some smaller kind of "warm-up" assignments first to get students used to the kind of writing expected in a college setting. Rather than just jumping in and expecting us to know how to handle it, practice would be much appreciated. (D)
- the visual autobio was my favorite because it allows the teacher to get to know the student (D)
- I found the visual autobiography interesting, but i don't know if it necessary for the CAP111 course. It was a nice creative change from the norm, so i would keep it. Maybe do it later in the semester? Integrative essay would have been more usefull if it had been explained better. I thought all the papers covered a broad genre of papers in a few amount. Great choices (D)
- i found the integrative to be one of the most difficult to understand at first, but to be useful in the end. my least favorite was the cultural analysis (D)
- i found the cultural analysis essay the most useful because you learned how to work together and write a collaborative paper. i think you may want to change the rhetorical essay and maybe give us an essay to use. the integrative essay needs much more explanantion (D)
- They were all fair, though I did not like the Cultural assignment, as the concept fo working as a writer should not be a group project. (C)
- i think the most useful one was the rhetorical analysis because you had to be aware of more than just meaning of a work, but what aspects affected the meaning (C)
- The Visual Autobiography was great and the Rhetorical Analysis was a good paper to reinforce that type of writing, however, the integrative essay was horrible. There

were too many aspects to the integrative essay...not only did we have to combine all three works, we had to pretend like we were writing to an audience, and it just seemed to become a little ridiculous. The group work for Mama Day was okay, however I think it would have been more beneficial if the writing was done individually and then collaborated later as a group to make a presentation. (B)

- All of them were useful except the cultural analysis. (B)
- Integrative essay was most helpful. I really liked being challenged like that because it felt really good when i actually accomplished it. the most challenging thing was figuring out what the prompt was saying. once i did that, i made an outline...which REALLY REALLY helped. outlines have always helped me and i would advise everyone do the same thing...even though they dont want to waste that much time. In the end, writing the paper is the easy part, its the outline which takes forever to figure out. (B)
- I liked the rhetorical analysis. I didn't like the cultural analysis because it seemed a little inefficient in a group, and I personally don't enjoy learning about businesses. (B)
- My favorite was the autobiography because it was my story, easy to relate to, and assignment was clearly defined. I think the integrative essay could have been better if the guidelines were more defined. Every teacher and every time we met, they gave a little bit different understanding of the assignment. It seemed that no one REALLY knew where to go with the paper. (B)
- i liked all of the writing assignmnets except for the final business proposal (B)
- My life on the Tree. This essay was talking about me. I will read overand over. I will follow what I have to do. (B)
- I had a hard time with most of the assignments but, thats good because now i know how to do them (A)
- They were all necessary. (A)
- they were hard to get going (A)
- I found the rhetorical analysis to be the most useful. I would change the cultural analysis and auto biography. (A)
- I dont know (A)
- I did not enjoy the integrative essay. The Matrix is a pretty goofy thing to write about and take seriously. (A)
- all were good except integrative essay that was not a helpful assignment (A)
- The autobiography was the easiest. The rhetorical and integrative were both helpful for me. (A)

**35 | What changes, if any, would you suggest we make to the BlackBoard site for this course or to our use of the BlackBoard site?**

- None. This class had the best blackboard out of all of my classes this semester (F)
- Don't change it (F)
- The blackboard site is fine the way it is (F)
- N/A. I liked bb and how it was set up (E)
- n/a (E)
- none (E)
- None. (E)
- I liked that the grades of the essays were posted on blackboard. It made it easier to see how you were doing. (E)
- Nothing (E)
- n/a (E)
- BlackBoard was very good and always had a lot of resources on it.(E)
- I have no suggestion, everything seemed fine. (D)
- if you're going to post an assignment, at least send an email to the students or mention it in class. we aren't ALL Blackboard junkies. (D)
- BlackBoard is used way too frequently. Professors expect hard copies from us when students are rarely, if ever, given a hard copy of anything. Also, BlackBoard posts should be better explained during class time.

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- none (D)
- DON'T rely only on the site for passing important information to students. Don't use it for peer reviews. I think postings should be optional for others to view for help with their own papers. DON'T use it as much or give us an excess amount of work through it! I DID NOT LIKE THE USE OF BLACKBOARD FOR THIS CLASS!!!! (D)
- over all, BB was easy to use. one or two readings were hard to find or hard to read because the text was blurry. the only other thing is to make sure that the instructor reiterates what is stated on bb and does not assume that we see everything that is on bb (D)
- more information on the assignments and when things are due (D)
- Grade updates! (C)
- None (C)
- None. (B)
- Teachers should use it more. (B)
- i dont know. we didnt use BB all that much so i dont really know what would need improvement. It was useful having peer review sheets and prompts for the papers posted. (B)
- I would like to be able to see what percentage I have in the class. I have a problem with a lot of my classes in that way. I often don't know what my grade will be until the end of the semester. (B)
- Just to update grades more readily. I like all the information displayed and the availability of it all. (B)
- more frequent grading updates (B)
- BlackBoard is great. i like that. (B)
- N/A (A)
- None (A)
- i dont know (A)
- none (A)
- tell us when you post something (A)
- none (A)
- use it more (A)
- none (A)

36 **What one or two specific changes would you suggest to content, format, arrangement of the course that would make it more effective?**

- There really are none I can think of that I haven't mentioned previously (F)
- Get rid of the group teaching. It hurts the process of learning if there is a schedule written in stone (F)
- Overall, the course was great and improved my writing skills tremendously. In addition my instructor was instrumental in the learning process. I truly enjoyed the course (F)
- Change the Integrative essay (E)
- more work on grammar. (E)
- none (E)
- None. (E)
- I would have the professors focus more on the grammatical aspects. (E)
- Explain how to write to expectations along with new writing styles (E)

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- more content (E)
- Good (E)
- I really don't have any changes. (D)
- less focus on analyzing philosophy. (D)
- I would add more grammar and MLA formatting techniques into the curriculum. Grammar seems to have been thrown by the way side for many English curriculums. (D)
- none (D)
- have lesson plans where important info is adressed in class. have one on one reviews with people in person. (D)
- i think it would be more effective if we had grammar lessons regularly in class. even if it was only once a week, looking at examples and pulling apart sentences helps understand how to use mechanics (D)
- more writing (D)
- connect the two CAP courses better, since only the idea of identity was lightly discussed in CAP 111 compared to 122 (C)
- I would have done the group work before the end of the semester. It was a busy time for everyone and it seemed to be hard to meet with everyone at one time! (B)
- I can not think of any. (B)
- no idea. overall, i really liked my class. Amy was the greatest. I love that she believes that your writing can always be improved and allows us to constantly turn in revisions for a better grade. I have talked this over with my mom as well. Even she believes this and is very impressed with what amy has done. (i'll admit, though. I've done a lot of praising :) AMY'S AMAZING!) (B)
- Umm.. nothing that I can think of. (B)
- leaving off the group writing assignment. maybe have everyone write a business proposall, and then get together to make a final all inclusive project (B)
- format, arrangement (B)
- I think we should go more into detail when assigning work because sometimes the students dont understand what the instructor is expecting of the student (A)
- Need more help when writing papers. (A)
- dont know (A)
- If all of the teachers actually taught something remotely alike. Some of the teachers were an easy A and assigned very little work with lax due dates. WHile others demanded much more from the course. If we are all cap we should all have the same due dates and assignments. (A)
- I dont know (A)
- none. (A)
- if integrative essay is used again, explain it better (A)
- I would make try to make sure that all the teachers followed the syllabus so that all the classes were on the same track. (A)

**37 The CAP 111 and CAP 122 courses are designed to be connected through a set of core concepts. Having finished these courses, are these connections clear to you?**

Yes	5	55.6	5	71.4	2	100	5	71.4	5	62.5	4	100	26	76.81
No	4	44.4	2	28.6	0	0	2	28.6	3	37.5	0	0	11	23.18
<b>38 Explanation – see below:</b>	7		6		1		7		8		1		30	

- Every once in a while, you'd have a really obvious connection along the lines of going directly from one class to the other and talking about the same authors and concepts on the same day (F)
- I say "Yes" but really only some of the concepts have been connected so far, at least for me. (E)
- The instructors of both courses have helped us work through and complete the course and learn more about being ourselves in our writing style. (E)

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- None (E)
- It is easy to see the correlation between the Integrative Essay and the Rhetorical Analysis and the Character Analysis. (E)
- The information learned in the CAP 111 class helped to complete assignments for the 122 class. For instance, the 2nd assignment for 122 dealt with integrating sources, which was learned in the 111 class. (E)
- I didn't see the connection (E)
- Comp did not help writing for 122. (E)
- The didnt tie in hardly at all. (E)
- Well about the self is really what connected these to courses. (D)
- we DID have a lot of the same subjects in those classes. they were pretty much the same, except comp had more writing. (D)
- The only tie between the two were "interdisciplinary thinking." Other than that, I learned that I greatly dislike writing in 111 and all about psychology and autism in 122. (D)
- yes there seems to be a link between liberal education and a focus on integrating certain themes that connect to identity and documents. (D)
- They seem like two different courses with two different curriculum. I don't see a connection between anything we studied in any of the two classes (D)
- especially towards the end of the two courses, i started to make connections between everything we were doing and studying. they fit together nicely (D)
- we talked about culture in CAP 122 when we talked about the cultural analysis paper in CAP 111. we wrote our visual autobiography when ee were talking about ourselves in CAP 122. It was very clear the connection (D)
- the integrative essay and group projects connected the ideas about identity within both courses (C)
- A lot of reading and applying to your writing (B)
- There no core concepts that were laid out plainly and purposfully. (B)
- not really. I noticed that the two classes overlapped a bit. we talked about things in both classes but i dont see any real relationship. I was told by a few seniors, though, that you dont really see the connection until later years, when it hits you all at once. (B)
- The autobiography, the theme of interdisciplinarity, and Descartes and Plato were obviously connected to 122 (B)
- THATS why everything was so much the same! We're sitting in 122 and they're talkin about our 111 paper! Yes, absolutely! (B)
- Those course were good to help your writing get better. (B)
- I believe that these courses gave information that was usefull in many different classes (A)
- I can write my thoughts in a more coherent way if I know my assignent and revise and edit my work a lot. (A)
- both had an integrative essay but thats all i see (A)
- I can only rememeber one time when we used something in both classes (A)
- The connections were quite clear. I often confused what we were doing in which class. (A)
- identity was explored in both (A)
- I don't know how these classes were connected. In 122 we talked about descartes and plato for a brief time which related to 111 but that is it. (A)

**39 | Additional General Comments**

- An interesting class that needs some retooling, but gave me a basis of how to write different papers (F)
- N/A (E)
- None (E)
- n/a (E)
- i love amy (B)

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- I don't feel like I improved a whole as a writer. We practiced writing pretty often, I just don't understand how to put a long paper together and organize it, that's my biggest problem. (B)
- Keep going and going... (B)
- N/A (A)
- Hooray! (A)

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Appendix B

Norming the use of the rubric with the ‘Lan C.’ proposal

The team proceeded to norm their respective approaches to the rubric by scoring the ‘Lan C.’ proposals (see table below). The team participants’ initial uses of the rubric were widely divergent. First Kandice and Ruth shared their scores on the Lan C. rubric. As marked differences emerged, a lengthy discussion followed. In fact the discussion interrupted the identification of the other team members’ scores (indicated with an asterisk on the table\*):

Proposal: <b>LAN C</b> (used for norming purposes only)		Scoring/ Assessment Rubric Criteria:	<b>Critical Argument</b>	<b>Audience</b>	<b>Content</b>	<b>Cultural Implications</b>	<b>Organization</b>	<b>Writing Style/ Language Use</b>	Total Possible Points	Grade (according to rubric)
		Possible Points:	6	6	8	4	8	8	40	A
Assessm ent	Debbie Parker	*	*	*	*	*	*	*	*	
	Amy Karliker	*	*	*	*	*	*	*	*	
	Kandice Biggs	4	3	0	3	7	4.5	21.5	C	
	Ruth Smith	2	0	2	2	4	3	13.0	D	
Average points per criterion:		3 out of 6	1.5 out of 6	1 out of 8	2.5 out of 4	5.5 out of 8	3.75 out of 8	17.25 out of 40	C	

Ruth explained her low scores in terms of the over-riding absence of rhetorical sensitivity to the proposal’s audience which had a direct bearing on most of the other assessed categories, Amy, on the other hand, saw considerable technical merit in the proposal. Everyone critiqued the changing voice and absence of references/bibliography/citations. Debbie reminded the group that this was a freshman composition class not a senior thesis, and advised that expectations be modified accordingly.

[Please add additional comments made at the meeting](#)

Norming the use of the rubric with the ‘Joan C.’ proposal

Next the assessment team read through and briefly discussed the ‘Joan C.’ proposal. The team decided to disqualify this document as it did not appear to be a proposal and it was concluded that the wrong document must have been submitted to the assessment team. This is something Debbie Parker will follow-up with Joan ??, the instructor.

Norming the use of the rubric with the ‘Amy A.’ proposal

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Next, each team member independently read through and scored the ‘Amy A.’ proposal (see table below for scores). Amy pointed out that this proposal had come from her section and that she had not overly emphasized the structure of the business proposal with her students. In addition, at the poster session the students had presented both an abstract and a bibliography so their absence was not because one had not been done. [Please add additional comments made at the meeting](#)

Proposal: <b>AMY A.</b> (used for norming purposes only)		Scoring/ Assessment Rubric Criteria:	<b>Critical Argument</b>	<b>Audience</b>	<b>Content</b>	<b>Cultural Implications</b>	<b>Organization</b>	<b>Writing Style/ Language Use</b>	Total Possible Points	Grade (according to rubric)
		Possible Points:	6	6	8	4	8	8	40	A
Assesme nt Team	Debbie Parker	3	3	5	2.5	6	4 or 5	24	C+	
	Amy Karliker	2	1	2	2	2	3	10	D	
	Kandice Biggs	2	2	1	3	2	5.5	15.5	C-	
	Ruth Smith	5	5	6	4	6	6	32	B	
Average Score:		3 out of 6	2.75 out of 6	3.5 out of 8	2.875 out of 4	4 out of 8	4.75 out of 8	20.375 out of 40	C	

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## Appendix C

### Scoring Rubric – CAP 111 Cultural Analysis Project

As with the previous integrative essay, this scoring rubric also reflects a movement beyond assessing your product in a compartmental way and looks at the product *holistically*. While your product should conform to the expectations of a professional audience, the cultural analysis assignment requires a level of critical thinking that is creative, dynamic, and pluralistic. In addition to assessing whether your product meets the criteria for the assignment, this rubric also considers the level of engagement, the critical thinking, and attention to language that is demonstrated in your product. Discourse

The grading rubric below will be used to evaluate your **final draft of the proposal**. The explanations of each category describe excellent work in that area. Your score reflects how your essay measures against what is excellent.

#### I. Critical Argument

<ul style="list-style-type: none"><li>✓ Clearly states and defines the scope of the issue/subject.</li><li>✓ Is unified by an original, insightful thesis that is valuable for the audience and makes the reader think about the issue in a new way.</li><li>✓ Applies critical and analytical skills (rhetorical analysis, integrative writing, theoretical lens) to the fictional culture of Willow Springs to approach a new holistic understanding.</li><li>✓ Clearly achieves its persuasive purpose and satisfies all issues raised.</li></ul>	Possible Points 6
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#### II. Audience: Professional Discourse Community

<ul style="list-style-type: none"><li>✓ Demonstrates an understanding of audience expectations and the rhetorical situation through adhering to the conventions of writing a proposal and professional discourse.</li><li>✓ Organized around a thesis (the stated recommendation with reasons).</li><li>✓ Shows a researched understanding of the specific, intended audience of the document.</li><li>✓ Conforms to MLA guidelines for in-text citations and works cited page.</li></ul>	Possible Points 6
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#### III. Content: Evidence and Sources

<ul style="list-style-type: none"><li>✓ Specifies with evidence how and why the authors have come to their conclusions.</li><li>✓ Supports all major assertions with logical reasoning, valid arguments, compelling empirical/textual evidence, and persuasive examples.</li><li>✓ Includes the required number of recent, relevant sources with documentation.</li><li>✓ Integrates theories, principles, and concepts to enhance its argument.</li><li>✓ Doesn't just list evidence, but uses it to deepen and refine understanding.</li></ul>	Possible Points 8
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#### IV. Cultural Implications and Holistic Understanding

<ul style="list-style-type: none"><li>✓ Clearly examines specific cultural factors and analyzes the implications of these factors with clarity, sophistication, and “ethnographic” expertise.</li><li>✓ Offers audience substantial evidence and reasoning that upholds holistic and perceptive conclusions</li></ul>	Possible points 4
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or inferences.	
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**V. Quality of Organization**

<ul style="list-style-type: none"> <li>✓ Is coherent (unified by one central idea to which everything pertains).</li> <li>✓ Contains a sense of direction and progression with a clear rationale for arrangement.</li> <li>✓ Clearly indicates proposal sections either by subheadings or deliberate transitions</li> <li>✓ Uses transitions between and within paragraphs or sections to guide the reader through the argument.</li> <li>✓ Introduces the topic, contains sufficient discussion, and ends with a sense of closure or completion.</li> </ul>	Possible Points 8
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**VI. Quality of Writing Style and Language Use**

<ul style="list-style-type: none"> <li>✓ Uses sophisticated style to grab the reader’s attention and enhance the argument.</li> <li>✓ Recognizes the audience and occasion and selects the appropriate mood/tone.</li> <li>✓ Varies sentence structure for emphasis and digestibility.</li> <li>✓ Employs a fresh, interesting, and correct vocabulary.</li> <li>✓ Leaves out jargon, clichés, awkward phrasing, wordiness, and vague, general language.</li> <li>✓ Is alive, human, inventive, and engaging but still succinct, informative, and precise.</li> <li>✓ Contains virtually no problems with grammar and mechanics; any errors do not impede reading.</li> <li>✓ Demonstrates a mature command of Standard Written English.</li> </ul>	Possible Points 8
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- ✚ 40 points possible
- ✚ Divide total points by 10 to calculate student grade
- ✚ Refer to the following Grading Scale for letter grade equivalent:

Grading Scale

- 3.71 - 4.0 = A
- 3.51 - 3.7 = A-
- 3.31 - 3.5 = B+
- 2.71 - 3.3 = B
- 2.51 - 2.7 = B-
- 2.31 - 2.5 = C+
- 1.71 - 2.3 = C
- 1.51 - 1.7 = C-
- 1.31 - 1.5 = D+
- 0.71 - 1.3 = D
- 0.51 - 0.7 = D-
- 0.0 - 0.5 = F

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### Appendix D Cultural Analysis Project – Assignment Prompt

Most of you have experienced writing a research paper in high school where you were required to follow a process that may have included several steps. You may have learned a particular documentation style (MLA or APA) and tips on how to evaluate sources. The final assignment in our course requires that you use those nuts and bolts of “doing research” that you may have acquired previously and expand your “tool kit” so that are better equipped for the *informational literacy* demands of the university.

In addition to improving your informational literacy competence, the final assignment builds on the skills of rhetorical analysis, critical thinking, and integrative writing that you have experienced so far in this course. In the rhetorical analysis essay, you argued persuasively that the text you have chosen is effective or ineffective based upon its use of evidence, logic, and/or emotional and authoritative appeals. In the integrative essay, you analyzed multiple texts both rhetorically and critically to create your own understanding of how the texts connect by viewing them through a theoretical lens and a specific contextual theme on identity and technology. This knack for applying concepts from one “field” to a seemingly unrelated rhetorical situation requires thinking outside the box. Such creative thinking is the backbone of the final project.

Another unique layer of the cultural analysis project is the collaborative effort. You will participate with a group of 4-5 peers, a team – if you will, during the entire process of this project. The negotiations and team building you will experience in a collaborative learning project are skills that extend beyond the classroom. Think of the “Apprentice” without Donald Trump or the boardroom. Your instructor will choose the teams and your team will then select a “team name” and a “project manager.” You will each receive an individual grade based on the quality of your contributions to the project as determined by yourself, your teammates, and your instructor. Your team will submit one portfolio that represents your collaborative effort. As you know by now from your living-learning community, each of you possesses varying talents, gifts, and strengths. One objective of this assignment is that your particular abilities will enhance the team’s effort and energy.

In addition to the written portfolio (explained below) your team will create a visual representation of your project to display during a Freshmen Honors Poster Session on the final course project for CAP 111. Details for the Poster Session are forthcoming.

#### **Purpose**

The final project invites you to use your critical and analytical skills to form an interpretation of the fictional culture of Willow Springs (the backdrop for the novel *Mama Day* by Gloria Naylor). Once you have demonstrated an understanding of the novel from a cultural perspective, you will then consider the cultural implications and changes that might occur if a new or “foreign” business or organization were to become part of the Willow Springs community. (For example, how would the influx of a Starbucks, a Wal-Mart, a High Tech High, a Mormon Mission, an internet café, a gay nightclub, etc. affect the culture and cause changes in the way of life?)

Your group will negotiate and select a non-fictional and contemporary organization/business (either government, charitable, or commercial) to research. The purpose of your research is to determine whether this business/organization would be beneficial to the people of Willow Springs or would render profit. To reach this recommendation, you will need to identify and analyze the cultural implications, considerations, and changes that might occur in Willow Springs with the emergence of your selected business/organization. This requires that you grasp an insider’s understanding of the business/organization and of the culture of Willow Springs.

#### **Rhetorical Situation and Audience**

You will write a proposal that recommends whether the business/organization would be successful in Willow Springs. You will present the proposal from the stance of a researcher hired by the business/organization to gather data and evidence for them to consider before making the move to Willow Springs. In your proposal, you will need to clarify your recommendation with explicit analysis showing both your expert understanding of Willow Springs and of the business/organization, and specify with evidence how and why you have come to your conclusions.

#### **Process**

The final project includes several parts that cumulate in a final portfolio. All written documents are collaborative except for the Annotated Bibliography. For this, each of you will research and write your own.

**Part One: Read *Mama Day* and analyze the culture of “Willow Springs”**

Process:

- a) Read and annotate the “Culture Readings” posted on Blackboard.
- b) Read, annotate, discuss, and demonstrate understanding of the novel,
- c) Apply your understanding of *culture* to analyze the fictional culture of “Willow Springs” as explained by Gloria Naylor in her novel, *Mama Day*.
- d) Write: Cultural Profile – Describe the culture of Willow Springs in terms of patterns of behavior, patterns of language, patterns of thought, use of objects/artifacts, view of time, use of space, cultural values. Choose 5-7 relevant cultural factors to analyze in your cultural profile; length 2 pages – you may include a chart to demonstrate your analysis and a written explanation. *Your observations/analysis must be supported by evidence from the text – the novel.*

**Part Two: Research the business/organization of (your group’s choice)**

Rhetorical Situation: You have been hired by \_\_\_\_\_ to conduct a “cultural needs analysis” and investigate whether their business services or product would be beneficial and profitable in the Willow Springs community.

Process:

- a) With your team, decide on the business or organization that you will research (refers to the group who *has hired you to conduct research and is your audience for all of the writing you will do in this project*) – get your instructor’s approval
- b) Research everything you can about that business (history, background, operations, philosophy, policy statements, target markets, clientele, etc.)
- c) Write: Audience Profile – Write an analysis of the business (including its history, locations of service, years of service, cross-cultural outreach and cultural adaptations, socio-economic considerations, biases, etc.); select 5-7 relevant factors to analyze in your audience profile; length 2 pages; you may include a chart to demonstrate your analysis and a written explanation. *Be sure to support your observations/analysis with appropriate sources.*

**Part Three: Write your Group Proposal and Individual Annotated Bibliographies**

Write a 5-6 page proposal in which you either recommend that the business pursue the “Willow Springs” market or that they withdraw.

Process:

- a) Chart the pros and cons of the success of introducing that business into the culture of Willow Springs;
- b) Identify several factors that are noteworthy in determining success or failure;
- c) Decide whether you would recommend that the business pursue Willow Springs as a target market; what cultural considerations would you outline; what are your reasons and evidence for your recommendation?
- d) Write a preliminary proposal – a draft of what you plan to propose. Include a description of the topic and rationale for your investigation (*the problem*), a description of willow springs culture (*the context*), your recommendation and your reasons for it (*the solution*). Outline the evidence or arguments you will make in support of your recommendation.
- e) Write a working bibliography with annotations (*see instructions and tips for writing the annotated bibliography and samples posted on Blackboard.*)
- f) Revise and write a final draft of your Annotated Bibliography.
- g) Write a working draft of proposal (*see tips for writing a proposal posted on Blackboard.*)
- h) Write a full draft of proposal for peer reviews

Reference

Wolfe, C. R. & Haynes, C. (in press) “Interdisciplinary Writing Assessment Profiles” in Issues in Integrative Studies, 21.