

UNIVERSITY STUDIES ASSESSMENT AND REAPPROVAL CYCLES

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Fall 2012	assessment collection				
Spring 2013	assessment collection				
Fall 2013		assessment collection			
Spring 2014		assessment collection			
Fall 2014		reporting	assessment collection		
Spring 2015		reapproval criteria	assessment collection		
Fall 2015		reapprovals	reporting	assessment collection	
Spring 2016		reapprovals	reapproval criteria	assessment collection	
Fall 2016			reapprovals	reporting	assessment collection
Spring 2017			reapprovals	reapproval criteria	assessment collection
Fall 2017	assessment collection			reapprovals	reporting
Spring 2018	assessment collection			reapprovals	reapproval criteria
Fall 2018	reporting	assessment collection			reapprovals
Spring 2019	reapproval criteria	assessment collection			reapprovals
Fall 2019	reapprovals	reporting	assessment collection		
Spring 2020	reapprovals	reapproval criteria	assessment collection		
Fall 2020		reapprovals	reporting		
Spring 2021		reapprovals	reapproval criteria		
Fall 2021			reapprovals		
Spring 2022			reapprovals		

Recommendations for 1A & 1B Goals & Outcomes

A Report Based on Faculty & Librarian Perspectives

Alexis Teagarden | April 2019

Contributors include Josh Botvin, Julie Bowman, Eric Casero, Katie Deluca, Eli Evans, Meghan Fair, Tom Hertweck, Will Higgins, Robin Kish, Alex Menrisky, Susan Savaria, Yuan Zhang, the anonymous participants in the survey, and commenters in the final report review round.

Table of Contents

Summary of Key Recommendations	2
Report Background & Process	3
Recommendations to Revise Cluster 1 Goals	4
<i>Table 1: Proposed Revisions to Cluster 1 Goals</i>	<i>4</i>
Recommendations to Revise Cluster 1 Outcomes	4
<i>Table 2: Proposed Revisions to Cluster 1A Student Learning Outcomes</i>	<i>5</i>
<i>Table 3: Proposed Revisions to Cluster 1B Student Learning Outcomes</i>	<i>5</i>
First-Year English Program Proposed Next Steps	6
Appendix A: Current Cluster 1 Goals and Student Learning Outcomes (SLOs) for writing courses	7
Appendix B: comparison of outcomes with WPA Outcomes v3.0	8
Appendix C: Synthesized notes from focus group discussions.	10

Summary of Key Recommendations

In March 2019, twenty faculty and librarians affiliated with Cluster 1A & 1B (Enl-101 and Enl-102) courses shared their perspectives on the related University Studies learning goals and outcomes. Perspectives were collected via a survey designed and distributed by Alexis Teagarden, the director of the First-Year English (FYE) Program.

The survey raised three key issues of dissatisfaction with current goals and outcomes:

1. The tension between engaged citizenship and writing-in-the-disciplines
2. The absence of critical reading outcomes/curricular focus
3. The ill-defined sense of technology and information literacy/research skills

Six focus group meetings further discussed the above issues and generated solutions, developing the following recommendations for the General Education Committee:

Top-Level Recommendations

- ❖ Revise Cluster 1 Goal I to first introduce public citizenship and next field specialization: “To introduce students to work expected of engaged members of a society and of a discipline.”
- ❖ Revise Cluster 1 Goal III to emphasize information literacy: “To foster students’ information literacy and disciplinary research skills.”
- ❖ Clarify expectation for Cluster 1 Goal IV: to which course(s) does it apply?
- ❖ Revise 1A student learning outcomes to focus on critical thinking, close reading, and information literacy (see page 4 for specifics).
- ❖ Revise 1B student learning outcomes to foreground writing/researching skills in discourse synthesis and academic argument (see page 4 for specifics).

The FYE program has also developed a three-year action plan to implement curriculum aligned with proposed changes to the governing goals and SLOs. This leads to a final recommendation:

- ❖ Alongside development of new FYE curriculum, create an FYE working group for the development of a program glossary to share with writing faculty across campus.

Report Background & Process

In 2018-19, the General Education (Ged Ed) Committee oversaw the assessment of Cluster 1 courses, including First-Year English's (FYE) Enl-101 and Enl-102. One recommendation from that assessment report was to review and likely revise the Cluster 1 goals and 1A/1B student learning outcomes (SLOs). To initiate that review, the Ged Ed committee charged me with the task of developing a set of recommendations.

Process Timeline

January	Settled report expectations and developed survey
February	Deployed survey to FYE faculty and librarians; Analyzed results; Drafted and shared preliminary report of findings with call for focus group participation
Feb. - Mar.	Ran focus groups to develop consensus around survey-identified areas of dissatisfaction Presented preliminary findings to Gen Ed committee
April	Developed final report of recommendations; Called for comment; Presented to Gen Ed committee

Process Description

In February 2019, I sent out a survey to all recent FYE faculty and librarians involved in Enl-101 and Enl-102. Twenty respondents shared their perspectives on the current learning goals and outcomes for the University Studies' Cluster 1A and 1B courses. All respondents found Cluster 1 Goal II appropriate. All agreed that student learning outcomes (SLOs) A1, A2, B2, and B3 were at least somewhat appropriate.

Dissensus and dissatisfaction arose in response to Goals I & III, to the writing-in-the-disciplines (WID) focus of 1B outcomes, and to the spiral nature of 1A-1B outcomes, where the same skills are assigned to both courses. To resolve these issues, I held six focus groups as well as one-on-one meetings to understand views and develop solutions. The proposed solutions included revisions to goals and outcomes, which I detailed below.

After drafting the recommendation report, I shared it with everyone invited to the initial survey and called for comments from April 18-23, 2019. I received four replies. Three offered general affirmation of the plan. One raised a substantive question about the place of "college-level writing" as a Goal/SLO concept, which I added as a recommendation. No comment registered concerns or disagreement.

While FYE encompasses both the 1A and 1B requirement, our program discussions focused more on 1A, given a faculty consensus that Enl-101 students would benefit from a deeper focus on critical thinking and close reading skills. The revised outcomes make that shift from writing to reading possible. To make sure the FYE program could enact curriculum that meets the proposed goals/SLOs, focus group discussions also developed a plan for piloting a new Enl-101 curriculum; the timeline is shared below.

Recommendations to Revise Cluster 1 Goals

Our recommended revisions to the Cluster 1 goals aim to clarify what we see as the original intent as well as emphasize what it is students gain from the course. The revisions scaffold the three required writing courses by framing 1A and 1B as introductions to engaged citizenship and then 1C as an introduction to engagement with a discipline.

The revisions also focus language on what students learn and do rather than on what pedagogical practices instructors should employ. So instead of Goal III emphasizing the use of technology, we revised it to name what kind of learning contemporary technology makes critical, namely information literacy at the 100-level and field-based research skills at the 200-level.

Table 1: Proposed Revisions to Cluster 1 Goals

Current Goal	Proposed Revised Goal I
I. To introduce students to the concepts of the engaged citizen and engaged learning.	I. To introduce students to the work expected of engaged members of a society and of a discipline.
III. To foster students' ability to use technology to enhance learning.	III. To foster students' information literacy and disciplinary research skills.

One question raised about goals was what role Goal IV, “To develop students’ ability to reason using quantitative and mathematical information,” was intended to play in the cluster 1 writing courses. This leads to the final recommendation regarding goals:

Further Recommendation:

- Clarify expectations for Goal IV: to which Cluster 1 course(s) should this goal apply?

Recommendations to Revise Cluster 1 Outcomes

We similarly propose revisions to the 1A and 1B student learning outcomes (SLOs) in order to scaffold skills from Enl-101 to Enl-102. We particularly aim to create curricular space for teaching critical reading. The revisions move away from the spiral model, where outcomes channel curriculum to an analysis-synthesis-evaluation arc in both Enl-101 and Enl-102. The revised Enl-101 outcomes foreground critical thinking and close reading, reserving dedicated attention to synthesis and evaluation for Enl-102. The attention to reading is intended to scaffold students towards Enl-102’s work. It is also to create space for important attention to information literacy in terms of analyzing how evidence is used and genre conventions are deployed across texts. In the spiral curriculum model, we lacked time to attend to these key elements of reading and research, because we had to move quickly into synthesis and contribution writing.

And we simplify the outcomes by turning to Bloom’s taxonomy and naming only the highest-order objectives intended for each course. This way outcomes avoid muddling assessment with lower and higher order assessment tasks. In other words, we assume that students must be able to summarize and paraphrase in order to successfully analyze and synthesize arguments. By dropping paraphrase outcomes out of Enl-101 SLOS, we do not drop the skill; we just relegate it to classroom-level evaluation rather than recognize it as a feature requiring programmatic assessment.

Table 2: Proposed Revisions to Cluster 1A Student Learning Outcomes

Current Outcome	Proposed Revised Goal I
1. Produce college level writing that addresses needs of audience, situation and purpose.	1. Produce essays of reasoned argument and justifications of authorial decisions.
2. Analyze, summarize, paraphrase and synthesize material from a variety of sources.	2. Evaluate peers' work to provide helpful feedback.
3. Incorporate and accurately document outside sources using proper documentation format.	3. Analyze public texts in terms of their argument structure, evidence use, and genre features.
4. Demonstrate control of syntax, grammar, punctuation and spelling.	4. Synthesize conversations around issues of public interest.
	5. Demonstrate attention to design formatting and surface mechanics.

The second major issue of dissatisfaction was the 1B emphasis on writing-in-the-discipline (WID). Our recommendations thus remove WID emphasis from 102. Thus, the 1A & 1B can focus on engaged citizenship and issues of public argument, while the 1C courses continue with their WID approach and introduce students to the ways a specific discipline engages with problems.

Outside of the SLOs WID emphasize, FYE faculty expressed satisfaction with the 1B course design and implementation. Thus, the 1B learning outcomes revisions were small. As with 1A, we aimed to hone the assessment focus. We also added an outcome to recognize the importance of peer review, work already part of FYE classes but previously not called for by official SLOs.

Table 3: Proposed Revisions to Cluster 1B Student Learning Outcomes

Current Outcome	Proposed Revised Goal I
1. Write essays that satisfy the specific needs of audiences in the disciplines of the sciences, social sciences and humanities.	1. Produce essays that contribute to conversations about issues of public interest and make justified decisions about argument, evidence, and style.
2. Write effective syntheses that demonstrate effective critical reading.	2. Compose careful reviews of classmates' arguments and evidence
3. Select, effectively integrate and document appropriate resource materials from library databases and print holdings.	3. Synthesize readings in terms of shared perspectives.
4. Demonstrate discipline-specific control of language, style, structure, format, syntax, grammar and mechanics.	4. Apply effective research strategies to support academic argument.
	5. Demonstrate introductory-level control of academic paper design and surface mechanics.

First-Year English Program Proposed Next Steps

To align curriculum with these proposed changes to goals and outcomes, the FYE program faculty have developed the below timeline. If recommendations are accepted, we propose to pilot new Enl-101 curriculum in Fall 2019, with a small cohort of interested faculty. Enl-102 curriculum will not need dramatic changes, and so we can devote program resources to a close assessment of the pilot 101 student work—assessment which will ground curricular revisions and workshops for training the whole FYE faculty on the new course design. This sets up for a full adoption of a new FYE curriculum for the 2020-2021 academic year.

Semester	FYE Curricular Work Plan
Summer 2019	Develop Pilot Enl-101 Curriculum aligned with new outcomes
Fall 2019	Small cohort of FYE faculty pilot new curriculum
Early Spring 2020	Assess student work composed in pilot sections; propose course revisions
Late Spring 2020	Run program-wide workshops on new curriculum Develop FYE program glossary of key terms for FYE faculty audience
Summer 2020	Support faculty developing new curriculum
Fall 2020	Run program-wide new 101 curriculum
Early Spring 2021	Assess transfer/effect of new 101 on student preparation for 102 reading Work with 1C/WID faculty to further develop FYE program glossary; develop examples of how to transfer or translate terms across courses and disciplines
Late Spring 2021	Assess student papers at end of Enl-102 to see if there appear to be notable successes in terms of reading and research skills; revise curriculum as needed

Appendix A: Current Cluster 1 Goals and Student Learning Outcomes (SLOs) for writing courses

Cluster 1 – Foundations for Engagement: Skills for the 21st Century

Cluster 1 brings together basic skills in thinking, reading, writing and quantitative reasoning and challenges students to apply the skills they develop as engaged citizens of a community that spans the classroom, campus, and the local, regional and global communities beyond. This cluster introduces students to the UMD Commitment to Student Learning and builds a foundation for engagement and integration of knowledge, skills and capacities that will develop throughout the UMassD experience.

Goals:

- I. To introduce students to the concepts of the engaged citizen and engaged learning.
- II. To emphasize the use of critical thinking, reading, and writing and communication as vehicles for engaged learning.
- III. To foster students' ability to use technology to enhance learning.
- IV. To develop students' ability to reason using quantitative and mathematical information.

A. Critical Writing and Reading I – ENL 101

After completing this course, students will be able to:

1. Produce college level writing that addresses needs of audience, situation and purpose.
2. Analyze, summarize, paraphrase and synthesize material from a variety of sources.
3. Incorporate and accurately document outside sources using proper documentation format.
4. Demonstrate control of syntax, grammar, punctuation and spelling.

B. Critical Writing and Reading II – ENL 102

After completing this course, students will be able to:

1. Write essays that satisfy the specific needs of audiences in the disciplines of the sciences, social sciences and humanities.
2. Write effective syntheses that demonstrate effective critical reading.
3. Select, effectively integrate and document appropriate resource materials from library databases and print holdings.
4. Demonstrate discipline-specific control of language, style, structure, format, syntax, grammar and mechanics.

Appendix B: comparison of outcomes with WPA Outcomes v3.0

The Council of Writing Program Administrators has published a list of outcomes that should guide all First-Year Writing courses. Below we map the WPA outcomes to the University Studies goals and outcomes.

WPA Outcome	Representation in FYE Curriculum
Rhetorical Knowledge	
Learn and use key rhetorical concepts through analyzing and composing a variety of texts	Course heuristics; assessed via common assignments
Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes	diverse reading lists and 1A SLO 3 "genre features"
Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure	Curriculum's multiple forms of writing assignment; assessed via justification memos (1A SLO 1; 1B SLO 1)
Understand and use a variety of technologies to address a range of audiences	Goal III focus on IL/research and common assignments
Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations	Goal III focus on IL/research and 1A SLO 3 "genre features"
Critical Thinking, Reading, and Composing	
Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts	Goal II; assessed via common final assignments in 1A & 1B
Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations	diverse reading lists and 1A SLO 2 "argument analysis, evidence analysis, and genre features"
Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources	Goal III focus on IL/research and 1B SLO 4
Use strategies--such as interpretation, synthesis, response, critique, and design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources	curriculum design; assessed via common final assignments in 1A & 1B
Processes	
Develop a writing project through multiple drafts	curriculum design
Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing	curriculum design; 1A SLO 2 and 1B SLO 2
Use composing processes and tools as a means to discover and reconsider ideas	curriculum design; 1A SLO 4; 1B SLO 3
Experience the collaborative and social aspects of writing processes	curriculum design
Learn to give and to act on productive feedback to works in progress	1A SLO 3; 1B SLO 2
Adapt composing processes for a variety of technologies and modalities	proposed common assignment for pilot 1A

Reflect on the development of composing practices and how those practices influence their work	curriculum design and justifications of 1A SLO 1; 1B SLO 1
Knowledge of Conventions	
Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising	1A SLO 5; 1B SLO 5
Understand why genre conventions for structure, paragraphing, tone, and mechanics vary	1A SLO 3 1B SLO 1
Gain experience negotiating variations in genre conventions	Curriculum design introduces; justification memos permit assessment
Learn common formats and/or design features for different kinds of texts	1A SLO 2
Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions	1A SLO 5; 1B SLO 5
Practice applying citation conventions systematically in their own work	1A SLO 5; 1B SLO 5

Appendix C: Synthesized notes from focus group discussions.

Cluster 1 Goals	page 10
Reading & Research	page 11
Spiral vs. Scaffold	page 12

Cluster 1 Conversation
26 March & 1 April 2019

Thread: Reflecting on Cluster 1 Goals

GOALS SHOULD SOLVE THE RIGHT PROBLEM

We should focus cluster goals on what students learn & do rather than on what pedagogical methods faculty should use.

Shared values to foreground:

- ❖ We see the world as a series of questions than need response but often can't be completely resolved.
- ❖ We understand that facts are important, but increasingly difficult to identify, and always impossible to separate from the interpretative lens we use to view them.
- ❖ We teach how to make your way through a world of multiple perspectives.
- ❖ We value listening before contributing.
- ❖ We aim to avoid listing genres and media in goals and SLOs, as they move faster than our review process can handle, instead these seem to decisions to be left to programs/individual instructors.
- ❖ Likely no space for public speaking/comm currently and probably should stay that way given speech-comm's complexity. We can't do it justice by tacking on a unit.

Engaged citizenship is an appealing concept, because There Is Some Larger World beyond our classrooms. BUT:

- ▶ we need to define the difference between terms.
- ▶ answer how citizenship sits alongside 1C's disciplinary focus and SLOs generally?
- ▶ explain with whom are students to engage: audience, community, public?

Possible solutions

change language to engaged citizen of a society and of a discipline
set program expectations that

- engaged learning is about what we ask students to do in class, including critical thinking and not just meaning speaking up in class. In other words define citizenship along lines of literacy/rhetorical listening—understanding world is comprised of multiple stakeholders and varied perspectives, where people acting in good faith can still end up disagreeing. However, while teaching charity and respect we also need to recognize there are bad faith actors and so we must read skeptically and critically. There is also an facet of transfer here; students actively bring what they've learned in one class to another
- engaged citizenship is about fostering the recognition of the larger world, where facts and arguments proliferate, to which we must respond critically and intelligently. The transfer element here is taking class concepts out into the world and their non-academic life.
 - This can anchor citizenship to literacy a la Isocrates & John Duffy.
 - FYE might need to consider how we show students the stakes/relevance of course themes, but that's an issue of pedagogy, not goal/SLO setting.
 - Engaged citizenship can mean reading for intention/purpose to understand that
 - a) all texts aim to move a reader to action and
 - b) that deserves a level of analysis.

Goal III tech seems ... odd Institutional history: possibly reflects move to MyC and time when students didn't come in with computer background. New day, new goal? OR Are we teaching

students to use tech to create ever developing multi-modal forms of communication, to read with care across the internet, or both?

In better defining the “technology” aspect of Goal II, do we want it to

- ▶ emphasize multi-modal production (however introductory in form), i.e set multi-modal production goals, because students should be composing more than linear prose. alternative here is at 100 level, bringing multi-modal composition to learn rather than learning to compose multimodal genres
- OR
- ▶ emphasize information literacy/multi-modal consumption, because students are reading/watching a world awash with propaganda or at least missing a lot of the gatekeepers

Cluster 1 Conversation

4 April & 5 April 2019

Thread: Reading and Research/IL

Issues to Address

- Students often don't know how to ground their own arguments in their own analysis of objects/data sets.
- Students often don't move beyond superficial consideration of a text; they retweet rather than respond.
- Students often don't distinguish between search engine, database, publication, and source

Given Above Issues to Address, WID is beyond what we can do. Alternative Goals:

- increase analysis of texts (textual/information literacy): how different genres look like, act like, assume about audience, and make arguments
- increase analysis of evidence: name kinds, assess validity, consider methodology
- increase analysis of how sources talk to each other: assessing conversation moves here
- raise awareness that good writers make deliberate and informed choices

Possible Curriculum Solutions:

- Establish information literacy/library sessions incorporated into both 101 and 102, with 101 being focused on popular source literacy, and 102 on academic source literacy.
- in 101, maybe we could have "Evidence Analysis" added to recognize/identify the types of evidence employed in popular sources, since "argument analysis" may not have enough room for students to mention and analyze evidence used in the "they say" sources (specifics TBD, of course)
- in 101 an IL paper that looks at specific elements of how a text is formed (other than argument)
- in 101 a rhetorical analysis to identify purpose and function of a text

Counter-Points

Current argument analysis, synthesis, and I-search can also be appropriate for 101. If we really need more time to focus on reading and argument analysis, why not cut out "philosophy" assignment, and just practice all its components without giving a final product?

For 102, I think the current model is great; an improvement would be if we could increase the rigor of sources for synthesis so as to be distinct from 101.

Cluster 1 Conversation

8 & 9 April 2019

Thread: Spiraled vs. Scaffolded Focus

Conversation Consensus Points

- ▶ The Enl-102 curriculum make sense in general,
- ▶ Students need more training in critical reading and information literacy (broadly conceived) in order to accomplish 102 tasks
- ▶ Synthesis work requires students to develop new ways of thinking and new ways of writing
- ▶ Therefore we should move to a scaffolded model that “taffys” out the Enl-102 curriculum by emphasizing critical reading and analysis in Enl-101 and emphasizing synthesis and contribution writing in Enl-102.

Open Questions

- Can we wholly separate analysis from synthesis? Should we?
- Does the current 101 focus on personal evidence scaffold students badly, by training them away from more textual, academic forms of evidence?
- If students selected reading/s (as either the course material or a final project object) would that improve class engagement?
- How far can we/should we go with multimodal/visual assignments?
- Can we develop a common final 101 assignment that involves a public audience component, such as a visualization of a conversation that gets displayed on campus or shared online?

Possible Critical Reading Elements to Emphasize in 101

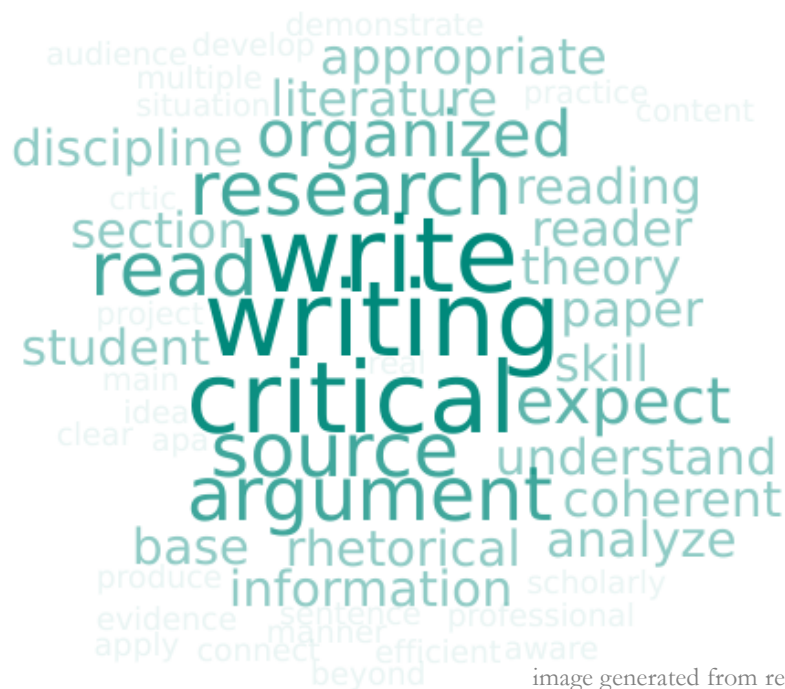
- as with current: argument analysis, identify claims, grounds, what & how but also **why**—purpose angle here
- textual analysis (intro-level genre analysis, identify difference between publication platforms, texts, and authors as well as types of texts)
- evidence analysis (follow the links, check the facts)
- visual analysis (bridge too far?)
- social context analysis

We could push ourselves by establishing a critical reading outcome but it will be hard to assess at the program level, i.e. SWBAT critically interpret college-level texts from public argument.

→ we can’t assess this at the program level, given the variety of readings assigned across all FYE

sections, but instructors can evaluate at classroom level. **Note on Curriculum Design Ideas**

Discussions often turned to new common assignments and curriculum arcs. I’m keeping the notes for the second phase of discussion—once we’ve set the curriculum goals/SLOs the FYE program can, in-house, work out pilot plans.



Recommendations for 1C Goals & Outcomes

A Report Based on Faculty & Librarian Perspectives

Alexis Teagarden | April 2019

Contributors includes anonymous survey participants and those who commented on drafted report.

Table of Contents

Summary of Key Findings	2
Report Background & Process	3
Key Finding: Satisfaction with Writing-in-the-Disciplines Focus	3
Key Finding: Diverging Definitions of Learning Outcomes	4
<i>How might 1C define disciplinary writing?</i>	<i>5</i>
<i>What Information Literacy/Research Skills universally apply to 1C writing?</i>	<i>6</i>
Report Conclusions	7
Appendix A: Current Cluster 1 Goals and Student Learning Outcomes (SLOs)	8
Appendix B: Full survey questions and responses	9

Summary of Key Findings

In March 2019, thirty-eight faculty and librarians affiliated with Cluster 1C courses shared their perspectives on the related University Studies learning goals and outcomes. Perspectives were collected via a survey designed and distributed by Alexis Teagarden, the director of First-Year English (FYE).

Survey respondents demonstrated a high level of satisfaction with the writing-in-the-disciplines (WID) approach to 1C courses, as described in the student learning outcomes (SLOs). 89% of respondents were extremely satisfied; the remaining 11% were split evenly between somewhat satisfied and neutral. Comments further demonstrated the commitment to WID, with multiple respondents indicating they assigned disciplinary readings. *What* the 1Cs should teach, then, enjoys a high degree of agreement: an introduction to the discipline.

Dissensus emerged around *how* to teach this kind of writing. The levels of writing assignment and expectations for research/information literacy skills varied, and the divergence appears to stem from more than differing disciplinary expectations. The variation raises important questions about the consistency of expectations across 1C courses and grounds the report's primary recommendation: establishing a process of norming expectations among 1C stakeholders in the 2019-2020 academic year. The end goal of such discussions could be to revise the 1C outcomes, create more coherent curricular expectations across 1Cs, or both.

Respondents also disagreed about how fitting the other goals and outcomes are. A set of respondents particularly noted dissatisfaction at the "engaged citizen" aspect of Cluster 1's first goal. In this way, 1C faculty registered opposite concerns as 1A & 1B faculty, who embraced the citizenship goal but raised concerns about 1B SLO's disciplinary focus. This leads to a second recommendation, made in conjunction with the 1A & 1B report, to revise the first goal of Cluster 1.

Recommendations:

- ❖ Initiate a year-long norming conversation on 1C courses for 2019-2020, with the intent to revise as needed the outcomes and expectations of 1C curricula.
- ❖ Revise Cluster 1 Goal I to emphasize first citizenship then disciplinarity: "To introduce students to work expected of engaged members of a society and of a discipline."
- ❖ Clarify expectation for Cluster 1 Goal IV: to which courses is it meant to apply?

Open Questions to Resolve in 2019-20

- ❖ Would genre awareness provide a unifying concept for outcomes?
- ❖ Does audience awareness (i.e. field expectations) already unify 1C courses?
- ❖ Should assignments ask students to justify choices, therefore allowing faculty to evaluate how well students learn in field conventions/audience awareness?
- ❖ Can we find a university-wide agreed upon level of research/information literacy proficiency expected of all 1Cs?
- ❖ What elements of research/information literacy is the 1C community interested in assessing, and what outcomes would make that assessment work possible?

Report Background & Process

In 2017-18, the General Education (Gen Ed) committee assessed Cluster 1 courses, including the 1C (Intermediate Writing) courses. One of the assessment findings was that the outcomes needed review. To initiate that review the committee charged me with the task of developing a set of recommendations.

Faculty teaching 1C courses span campus, with instructors varying in rank from graduate students to tenured professors; some courses also include librarian liaisons. I saw meeting in person to solicit initial impressions on goals and student learning outcomes (SLOs) as likely infeasible. Instead, I collected perspectives by anonymous survey, in order to define areas of consensus and dissensus. Once identified, these areas pointed out necessary revisions as well as next steps.

Process Timeline

January	Settled report expectations and developed survey
February	Developed survey
March	Deployed survey to 1C faculty and librarians; Analyzed results
April	Drafted report of recommendations; Called for comment; Presented to Gen Ed committee

Process Description

To collect perspectives I developed a 14-question Qualtrics survey, which combined Likert scale questions with open-ended prompts. For the complete breakdown of questions and responses, see Appendix B. To invite perspectives from people working most closely with the outcomes, I emailed the survey to faculty on the list of recent 1C instructors (non-English department) provided by Gen Ed as well as all English instructors who regularly or recently taught the class. I also emailed the survey invitation to the eight librarians, those that the library staff reported as involved with 1C courses. Seventy total instructors and librarians were invited to participate in the survey. To facilitate candid responses, survey information was collected anonymously. All survey questions were optional, and not all respondents completed each question. With five of the 43 respondents answering no questions, the response rate was 54%.

I analyzed survey results and drafted a report, I then shared it with everyone invited to the initial survey and called for comments from April 18-23, 2019. I received five replies. Four offered general affirmation of the plan. One raised a substantive question about role of Goal IV and asked about intentions for SLO revisions. I clarified via email that I see SLO revisions predicated on first determining greater consensus on 1C expectations and added the point about Goal IV to the open questions. No comment registered concerns or disagreement.

Key Finding: Satisfaction with Writing-in-the-Disciplines Focus

Introducing students to field readings and disciplinary writing conventions appears a highly satisfactory outcome for 1C courses, suggesting the writing-in-the-disciplines (WID) approach fits. Of the survey respondents, 89% indicated extreme satisfaction with first learning outcome: “Read

with comprehension and critically interpret and evaluate written work in discipline-specific contexts.” No respondent indicated dissatisfaction.

This strong consensus is matched by what respondents report assigning in class. When asked what types of course readings and writing projects comprise their 1C classes, respondents overwhelmingly listed disciplinary and scholarly genres. Full response lists available in the appendix.

Further support for a WID focus arises in areas of noted dissatisfaction. In contrast to the uniform support for the 1C outcomes, Likert ratings for the cluster’s first learning goal found 32% of respondents as either neutral (N = 10) or somewhat dissatisfied (N = 2). Four of 14 reflective comments suggest that it is the “engaged citizen” piece of the goal causing the dissatisfaction, e.g.:

- “I would suggest getting rid of engaged learning goals as they have no bearing”
- “the few goals that I said somewhat appropriate was because I felt part of the goal made sense (for example, engaged learner but I wasn't sure what was meant by engaged citizen).”
- ““Engaged citizen” doesn't seem as an appropriate of a goal for 1C.

Engaged citizenship, that is, can be understood to work against a disciplinary introduction. Political citizenship can mean turning outward to the world’s global or local issues. Disciplinary work—especially at the early levels—often means focusing inward, turning toward field debates. Good disciplinary work, of course, eventually aims at engaging with issues beyond the classroom. But a dual focus of developing disciplinary knowledge *and* engaging in civic issues is likely too much for a one-semester class, especially one with a heavy writing instruction component.

Notably, this finding parallels a result of the 1A/1B courses (First-Year English) survey. There, a set of commenters pushed back against the 1B WID-focused outcomes, arguing that engaged citizenship is a reasonable goal for FYE; disciplinary introduction is not.

Recommendations:

1. clarify where Cluster 1 locates attention to engaged citizenship and where it focuses on disciplinary specialization by revising the language of goals and setting expectations so that 1A & 1B focus on citizenship (members of society) whereas 1C focuses on field introductions (members of a discipline).

Current Goal I	Proposed Revised Goal I
To introduce students to the concepts of the engaged citizen and engaged learning.	To introduce students to work expected of engaged members of a society and of a discipline.

2. clarify expectations for Goal IV: to which Cluster 1 courses is this goal meant to apply?

Key Finding: Diverging Definitions of Learning Outcomes

While I saw consensus around the general idea of writing in the disciplines (WID), beliefs about what skills comprise disciplinary writing vary. Some level of difference is expected; WID’s emphasis on disciplinarity inherently assumes writing varies across academic fields. Yet the scope of divergent responses suggests variety beyond field conventions.

To analyze the extent of variation among responses, I coded all answers to the question “What do you expect students to be able to do in terms of reading and writing when they finish your 1C course/s?” by type of skill named. Many responses included multiple skills. I broke each into its own answer, resulting in more responses than respondents. I identified five distinct foci:

1. writing (listed 16 times)
2. reading/analyzing (15)
3. research/information literacy (7)
4. genre/situation analysis (5)
5. synthesizing (3).

Two further responses did not fit any category, emphasizing instead critical thinking (1) and application/problem-solving work (1).

All these fit a WID course, further supporting the general approval of a disciplinary-writing focus. But the variety of responses *within* codes illustrates a need for reflection, particularly around the issues of critically reading the field’s literature, defining its writing conventions, and unpacking its approach/es to research.

How might 1C define disciplinary writing?

When asked what faculty expected students to have learned by completing a 1C course, unsurprisingly, they most often referenced outcomes focuses on writing. A subset of these comments further assumed a connection between genre awareness and writing. Students leaving 1C classes, that is, were expected to know

- “Genre specific writing - understand the constraints of business/technical communication”
- “...all the necessary components for the four sections of the empirical paper...”
- “recognize that information is important (and what is not important) and should be included in each section of their submitted laboratory report.”

But the shared focus on writing outcomes was not grounded in a shared definition of appropriate writing. Consider these three answers:

- “I expect students to be able to tailor their writing based on their reader's needs and values, and be able to summarize their writing decisions.”
- “non-personal writing (note: that's all they want to do in CVPA), use of theory”
- “Write coherent sentences, organized into coherent paragraphs; be able to spell; be familiar with the basics of English grammar so that their writing is not painful to read”

Doubtless some variety arises from disciplinary expectations and some, too, from how respondents approached the survey. Beyond those, however, these examples illustrate the wide span of assumptions about the kind of writing expected. The first course expects students not just to write but also to justify choices made while writing, the second focused on writing that integrates evidence and theory, and the third aims for basic writing skills. Such a span might be too wide for 1C’s single set of SLOs and raises a question about how normed 1C expectations are.

There are shared values here, too. The first explicitly references reader-based writing and the last values the reader’s experience implicitly. The second can be read as founded on disciplinary readers’ expectations, ones which go beyond personal narrative. Not every response implies writing for a reader as a value. That could be because faculty teaching 1Cs do not always consider the

audience/reader aspect of writing or use that language to describe it. Whether or not all 1C courses should take up reader-centered prose is an open question.

Despite the reader-centered emphasis, the divergence among writing expectations calls for clarification. And 1C faculty responses suggested such norming work would be welcomed.

Norming 1C writing outcomes could be handled in two ways:

- a longer reflection and discussion cycle regarding outcomes revision and for what kind or level of writing these courses should all aim
- campus-wide efforts at course coordination and expectation norming via curriculum design

Some combination of both is likely the best way to make sure revisions suit all stake-holders.

As a result of this analysis, I see three important issues raised by 1C faculty reflections. Since these issues go to the heart of curriculum design, they would need resolution prior to 1C SLO revision.

Open Questions:

- ❖ Would genre awareness provide a unifying concept for outcomes? In the survey, genre-specific comments were limited in number but spanned disciplines; no mention of genre occurs in current SLOs.
- ❖ Does audience awareness, especially in terms of field expectations, serve as an appropriate concept—one flexible enough to span all campus departments but concrete enough to unify 1C coursework? If so, what does that mean? Current SLOs reference “appropriate audience” without defining that.
- ❖ In parallel, might assignments asking students to justify choices allow faculty to evaluate how well students learn in field conventions/audience awareness? Could they also support campus-wide assessment practices? Current SLOs do not ask for writing that reflects on or justifies choices, which can make assessment difficult.

What Information Literacy/Research Skills universally apply to 1C writing?

Seven respondents explicitly mentioned some expectation in students engaging in research and/or developing information literacy (IL) skills, with many other “writing” coded responses implying a research component (i.e. name citation style or genres like literature reviews). But what students should be able to do differs widely:

- “conduct basic research, develop discipline vocabulary”
- “demonstrate competency in using databases and critically analyze research for use in professional practice.”
- “integrate multiple sources into a paper, use appropriate research based sources”
- “know how to identify the argument of a secondary source, and fit it into their broader understanding of a historical narrative and/or debate”

This list demonstrates the spread of expectations, from conducting basic research to synthesizing texts within a field’s conversations, with the other two offering levels in-between the former poles. While any quote above could work as a research and information literacy outcome, the range suggests 1C courses expect very different quality of work from students, pointing to another area that needs further reflection. Further complicating this question is the issue of primary vs. secondary source work, which might vary by discipline.

Open Questions

- ❖ Can we find a university-wide agreed upon level of research/IL proficiency expected of all 1Cs? For example, how do we account for research if some departments focus on primary research and others on secondary?
- ❖ In parallel, what elements of research/IL is the 1C community interested in assessing, and what outcomes would make that assessment work possible?

Report Conclusions

A number of 1C faculty show interest in 1C courses, and a dedicated cohort makes possible success curriculum revision and follow-up assessment. Furthermore the 1C faculty, despite their cross-campus affiliations, appear satisfied with and attentive to the 1C WID approach to teaching writing. The 1C writing requirement thus enjoys a strong foundation.

Ways of building from this foundation include furthering cross-departmental conversation, first to come to consensus about 1C expectations, then to codify them in SLOs, and finally to expand assessment practices and data sharing. The benefits of such work extend beyond instituting good outcomes. Exchange across departments could be a fruitful exercise in hearing new ways of solving shared problems (e.g. teaching how to write literature synthesis) as well as identifying potential places of transfer across courses and departments, ones faculty could help students recognize. For as survey responses show, disciplinary conventions vary, but the issues of reading, researching, and composition underwrite them all.

To be productive, such discussions require institutional support as well as faculty buy-in. The Gen Ed committee is one body that might advance the goal of building 1C faculty consensus. This report therefore offers both revision recommendations to goals and proposes questions the committee and 1C faculty should address in advance of determining what revisions, if any, the 1C SLOs require.

Appendix A: Current Cluster 1 Goals and Student Learning Outcomes (SLOs)

Cluster 1 – Foundations for Engagement: Skills for the 21st Century

Cluster 1 brings together basic skills in thinking, reading, writing and quantitative reasoning and challenges students to apply the skills they develop as engaged citizens of a community that spans the classroom, campus, and the local, regional and global communities beyond. This cluster introduces students to the UMD Commitment to Student Learning and builds a foundation for engagement and integration of knowledge, skills and capacities that will develop throughout the UMassD experience.

Goals:

- I. To introduce students to the concepts of the engaged citizen and engaged learning.
- II. To emphasize the use of critical thinking, reading, and writing and communication as vehicles for engaged learning.
- III. To foster students' ability to use technology to enhance learning.
- IV. To develop students' ability to reason using quantitative and mathematical information.

C. Intermediate Writing

After completing this course, students will be able to:

1. Read with comprehension and critically interpret and evaluate written work in discipline-specific contexts.
2. Demonstrate rhetorically effective, discipline-specific writing for appropriate audiences.
3. Demonstrate, at an advanced level of competence, use of discipline-specific control of language, modes of development and formal conventions.
4. Demonstrate intermediate information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.

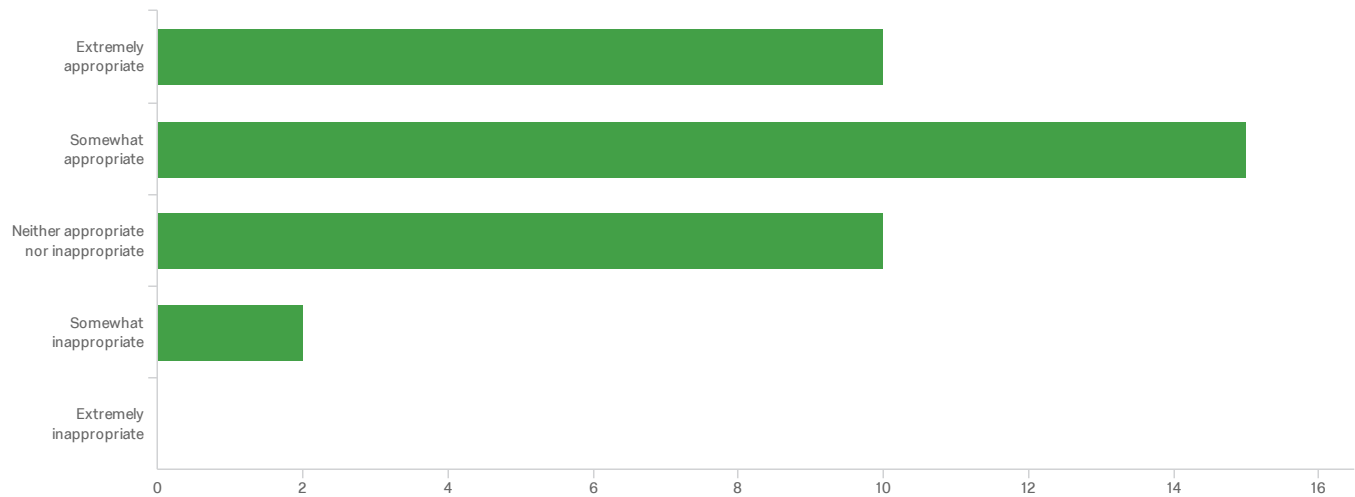
Appendix B: Full survey questions and responses on following pages.

Appendix B 1C final

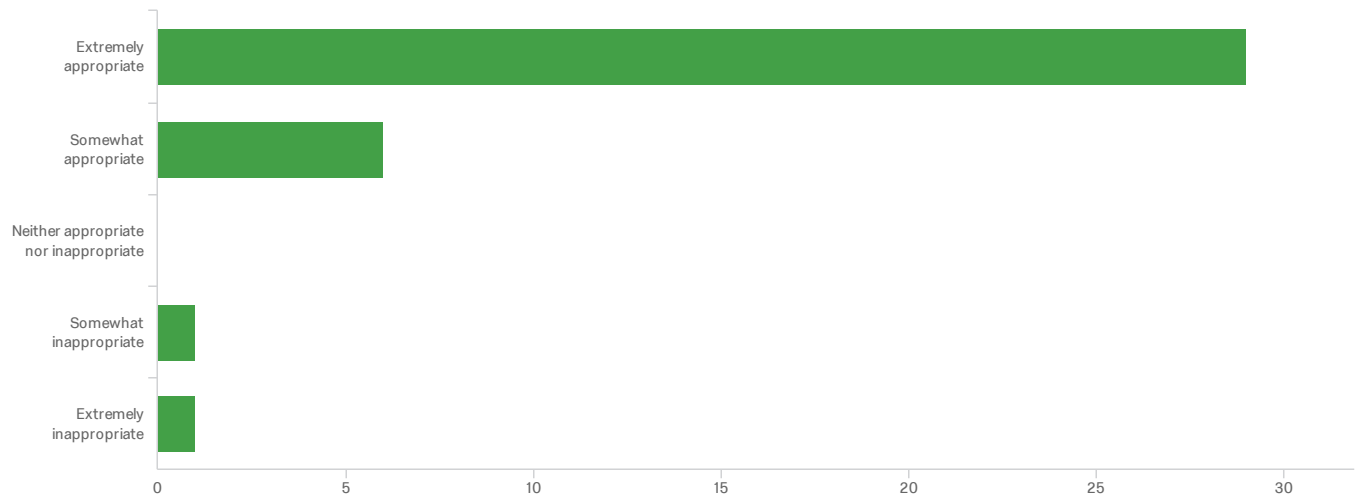
Cluster 1C Faculty Perspectives

April 23, 2019 12:41 PM MDT

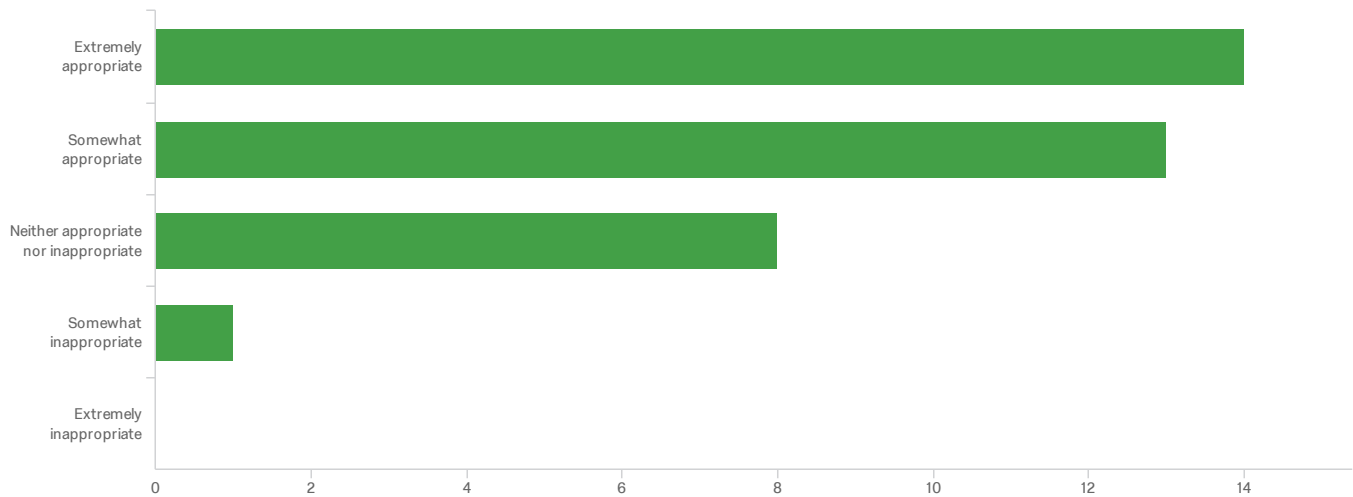
Q1 For the 1C course/s you teach, how appropriate do you find the Cluster 1 goal: "To introduce students to the concepts of the engaged citizen and engaged learning"?



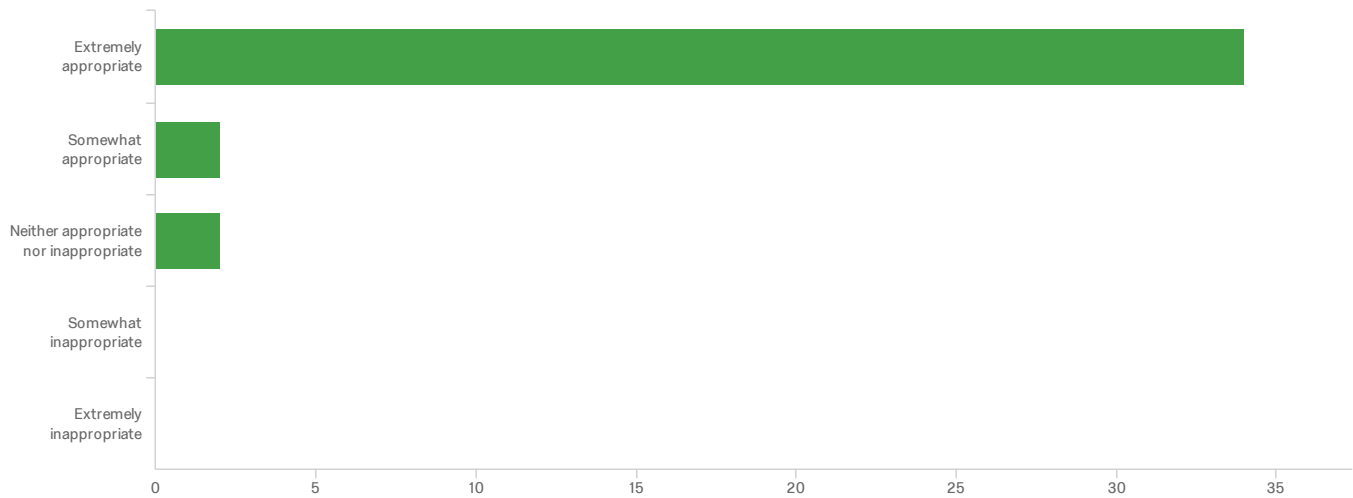
Q2 - For 1C course/s you teach, how appropriate do you find the Cluster 1 goal: "To emphasize the use of critical thinking, reading, and writing and communication as vehicles for engaged learning"?



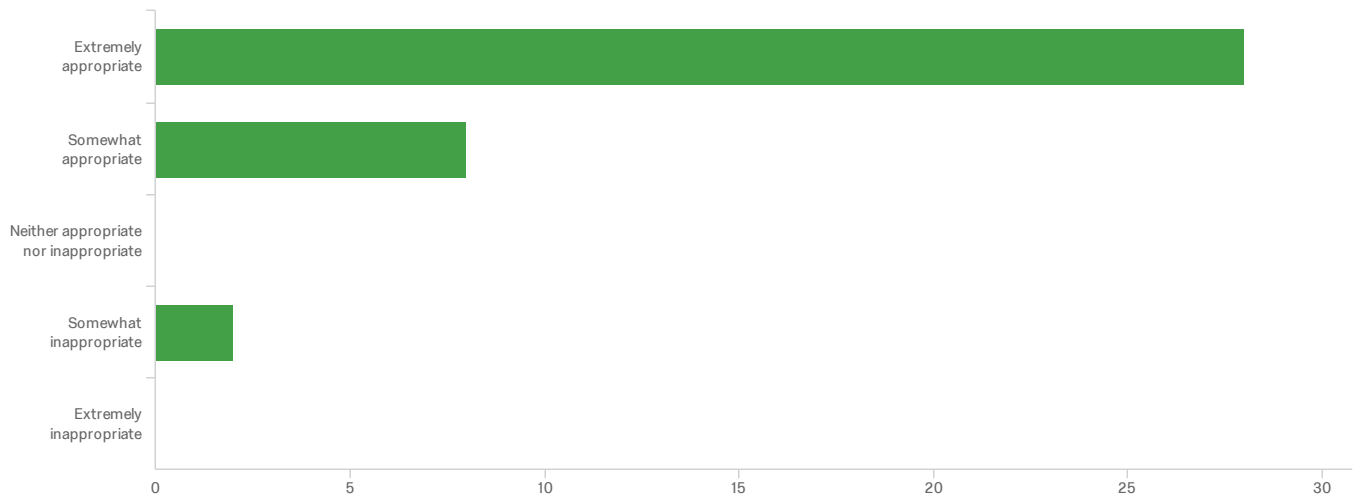
Q3 - For 1C course/s you teach, how appropriate do you find the Cluster 1 goal: "To foster students' ability to use technology to enhance learning"?



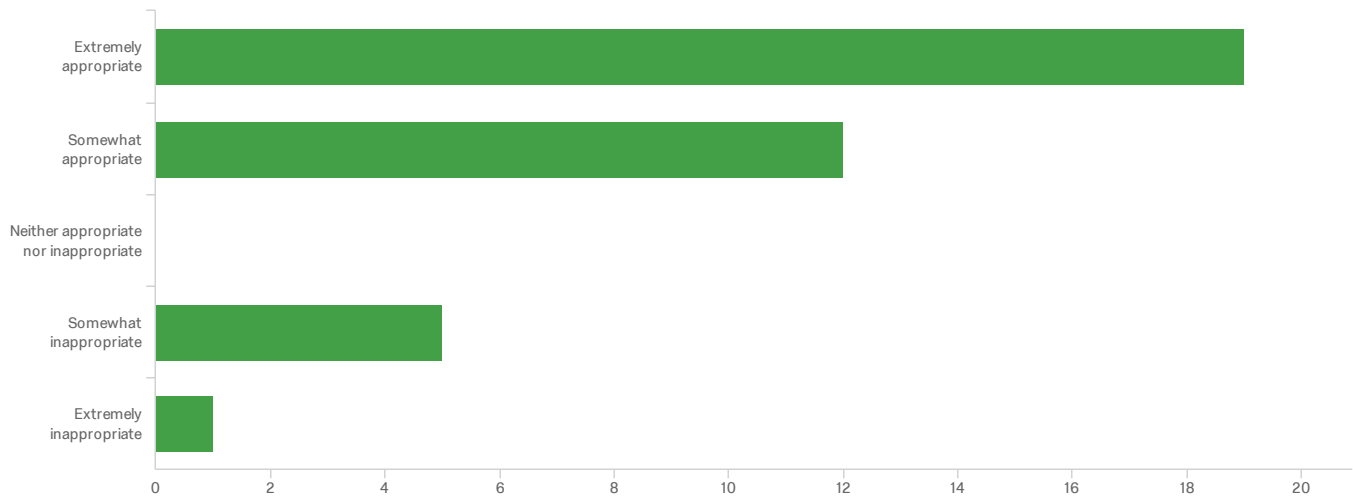
Q4 - For 1C course/s you teach, how appropriate do you find the Cluster 1 learning outcome: "Read with comprehension and critically interpret and evaluate written work in discipline-specific contexts"?



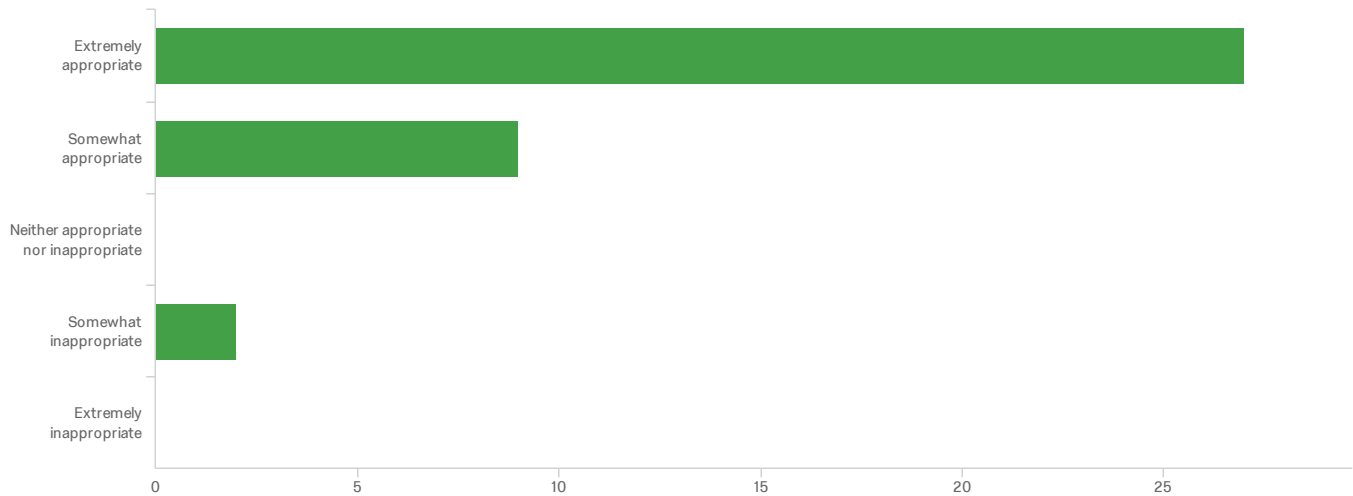
Q5 - For 1C course/s you teach, how appropriate do you find the Cluster 1 learning outcome: "Demonstrate rhetorically effective, discipline-specific writing for appropriate audiences"?



Q6 - For 1C course/s you teach, how appropriate do you find the Cluster 1 learning outcome: "Demonstrate, at an advanced level of competence, use of discipline-specific control of language, modes of development and formal conventions"?



Q7 - For 1C course/s you teach, how appropriate do you find the Cluster 1 learning outcome: "Demonstrate intermediate information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing"?



Q8 - For the 1C course/s you teach, what genres of readings do you assign?

For the 1C course/s you teach, what genres of readings do you assign?

ethnographies, book-length studies, journal articles, anthologies

blogs, academic journals, personal narratives

articles, PDFs, infographics, videos

peer reviewed articles from scholarly journals

course text, research reports

Scholarly studies, case analysis, text book

peer reviewed scholarly articles

scientific empirical research articles in psychology; literature reviews; edited book chapters

Psychology journal articles

empirical research articles

journal articles; textbook

Web Articles, Chapter Readings, and Model Resumes, Cover Letters, Technical Descriptions, Troubleshooting Pages, & Replacement Guides

Forms of argument

Scholarly articles, news articles from mainstream media outlets, blog posts

Students read texts focused primarily on demonstrating the skills and types of writing they will produce.

textbook, journal articles, journalism, websites

Short stories, essays

art

Disciplinary writing - books and journal articles as well as primary sources.

Business/Technical readings other than assigned textbook readings, would be job posting, example documents, annual reports, technical descriptions/definitions

technical style guides

journal articles, government publications, new publications

For the 1C course/s you teach, what genres of readings do you assign?

non-fiction

N/A, Used material in syllabus

Non-fiction. Theory

non- fiction, philosophical, critiques

Q9 - For the 1C course/s you teach, what genres of writing do you ask students to produce?

For the 1C course/s you teach, what genres of writing do you ask students t...

short essays that require analysis and critical thinking

online discussion boards, essay exams, essays

journals, analyses, sample documents

critique of a scholarly article

research proposals, abstracts, synthesis paper, research poster

Critical and comparative analysis, summaries of works, reflection and reaction papers

annotated bibliographies

scientific empirical research article in psychology

APA reports

APA style research papers and reports

annotated bibliography; summary & analysis of journal articles; empirical article

Resumes, Cover Letters, Replacement Guides, Troubleshooting Pages, Technical Descriptions, Memos, Emails, Presentations

Forms of argument

Essays, discussion boards

Students are asked to produce a range of texts, including analytical reports and multimodal documents.

essays, review articles, research reports

literature reviews, lesson plans

Essays, mostly expository

art, visual analysis

I ask for research proposals, reports, annotated bibliographies, and papers/projects based on primary source research.

For the 1C course/s you teach, what genres of writing do you ask students t...

Resumes/cover letters, emails, memos, reflection memos, internal/external company communications, annual report summaries, class presentations, group charters, technical descriptions/definitions

Laboratory reports in the style of a research journal

non-fiction

Business documents

expository and argumentative essays

critical analysis, research, problem solving essays

Q10 - In the 1C course/s how would you describe your approach to teaching writing?

In the 1C course/s how would you describe your approach to teaching writing...

learn by doing

I have only ever taught one course

personalized, fluid

I like to have drafts and time for the student to get feedback on thier writing, also doing it in steps is important

Assisting students to write effectively and make connections between multiple source to demonstrate understanding in writing.

strategic argumentation

training on how to write components of the paper, critical evaluatoin of articles in the domain, feedback on their drafts of paper sections; although I teach the skills as a class, my approach to giving individual feedback is very comprehense and tailored for each student's writing, I provide a lot of detailed feedback throughout their drafts, give individual feedback on grammer, writing style, concise writing, etc with examples

Drafts, revisions, and peer evaluations

Direct writing instruction within the class. Class activities to foster writing skills, including outlines and matrices. Drafts of sections of the final paper.

Discussion and activity based

Rhetorical

Holistic

I usually use a genre-focused approach, given the nature of the course. I focus on the conventions of the genres and contexts of those genres.

learn and practice; rhetorical situation

step-by-step

The process approach, with several drafts and reviews, including peer review.

creative

Scaffolded and very much focused on identifying historical problems and shaping arguments that address them. Also much emphasis on the proper use of primary sources - contextualization, employment in argument, proper citation.

It is more of an approach to teaching genre recognition and practical application of writing in those genres. We typically read general theory from the textbook and apply that theory to analysis of real world examples of the documents that are discussed.

I critique students drafts and have them revise and resubmit. I also encouage students to peer-review their reports.

analytical and then practical

In the 1C course/s how would you describe your approach to teaching writing...

An experience-oriented approach

scaffolding and detailed explanation of how to state a claim/position and use information to support that claim or position

Q11 - What do you expect students to be able to do in terms of reading and writing when they start your 1C course/s?

What do you expect students to be able to do in terms of reading and writin...

read a section of text and summarize it

Have basic critical reading and writing skills (that they would have learned in ENL 101)

Synthesize information and apply generic conventions

I expect students can produce work that is focused and clearly organized. I expect ideas to be supported by details. Information should be presented logically. I also expect no more than two mechanical errors or misspelled words to distract the reader.

to be able to find basic sources, be able to differentiate research from non research sources, understand basic composition and structure of writing

I expect they have completed ENL 102 and can write papers in an organized manner, edit their own work effectively, demonstrate in text support and be use discipline specific language absent of any spelling/grammar errors.

Completed foundational reading

some understanding of how to critically evaluate and retrieve from research articles the necessary information for writing their own empirical article; critical thinking skills, statistical background to interpret and write their results as well as comprehend prior research

Understand readings, organize information

I expect students to be able to write clearly, based on ENL 101/102 instruction.

understanding of how to approach journal articles and find key information; ability to write coherent paragraphs and grammatical sentences

I expect them to come with a basic understanding of college-level writing and reading. They should be able to read for content and summarize what they've read. As well, they should be able to write and organize their ideas into full, coherent sentences/paragraphs. I try not to assume much about their expertise in the subject matter, but I expect that they can and will engage in our class as best as they can.

Basic ability to read and compose sustained perspectives

Be able to skim without misinterpreting; be able to discern the main idea of a piece; be able to have something to say about the piece that goes beyond simply restating what the piece said; Write coherent sentences, organized into coherent paragraphs; be able to spell; be familiar with the basics of English grammar so that their writing is not painful to read

I expect them to be able to read critically and analytically at the college level.

read at college level, write structurally sound sentences, paragraphs, arguments

synthesize multiple ideas into cohesive thoughts/ paragraphs with citations for support from scholars, write a clear paper with correct grammar and structure

Being able to write essays and discuss the key ideas of a reading.

What do you expect students to be able to do in terms of reading and writin...

critical thinking and creativity

I'd like students to come to the class with a basic understanding of the difference between primary and secondary sources, the ability to identify an argument, the ability to construct a well written argumentative essay.

Strong comprehension skills, synthesis, appropriate grammar/syntax.

Proper grammar and spelling. I expect them to produce a laboratory report with the basic sections present and correct but anticipate that they will not provide either appropriate or necessary details in each of these sections.

construct a paragraph

Understand thesis, topic sentence and quotation integration

Able to write without major grammatical and syntax errors

Ideally, they'd already know how to actively read, and the basics of expository and argumentative writing

be able to think critically, write, and support claims

Q12 - What do you expect students to be able to do in terms of reading and writing when they finish your 1C course/s?

What do you expect students to be able to do in terms of reading and writin...

read a section of text and analyze it

read critically. produce a coherent argument.

I expect students will demonstrate competency in using databases and critically analyze research for use in professional practice.

improve on discipline specific writing skills for practice, integrate multiple sources into a paper, use appropriate research based sources

I expect them to be more critical readers based on multiple sources and demonstrate they can connect these sources in writing in an organized and efficient manner

Ability to conduct basic research, develop discipline vocabulary, formulate and evaluate argument by critically evaluating evidence

determine what literature produces a well-organized and comprehensive assessment of the required topics that would support their research hypotheses, include all the necessary components for the four sections of the empirical paper, draw the appropriate conclusions from their findings and critical thought for future directions and limitations of their project, all using APA format; proper use of topical sentences and associate support for those topics, in a well-organized manner, using correct grammar and spelling

Synthesize information, connect to theories, and apply to the real world

Write clear, discipline-appropriate writing. I'd like to see skills develop in literature synthesis as well.

be more efficient and critical readers of journal articles; know how to write an empirical article (in terms of structure and content); good APA style

I expect that students can read documents beyond their content, looking at structural and rhetorical choices. As well, I expect students to be able to tailor their writing based on their reader's needs and values, and be able to summarize their writing decisions.

Understand the various forms of arguments, their criteria, and their rhetorical function, and to compose in those forms themselves

Be able to skim without misinterpreting; be able to discern the main idea of a piece; be able to have something to say about the piece that goes beyond simply restating what the piece said; Write coherent sentences, organized into coherent paragraphs; be able to spell; be familiar with the basics of English grammar so that their writing is not painful to read

I expect them to further their analytical skills with a particular attention to conventions within that area of writing.

assess rhetorical situation and write accordingly; read and comprehend scholarly work in the field

Write a clear and organized literature review, synthesize information from a variety of scholarly texts

Being able to write a coherent, effective essay. Being able to understand and critically discuss the main ideas and certain details, nuances of readings.

critical thinking, know how to incorporate sources, non-personal writing (note: that's all they want to do in CVPA), use of theory

What do you expect students to be able to do in terms of reading and writin...

I want students to know how to identify the argument of a secondary source, and fit it into their broader understanding of a historical narrative and/or debate. I want students to learn the close and contextual reading of primary sources. I want their written projects to aim at "doing something" - not merely recounting history, but contributing to the understanding of their topic or contributing to a debate about a topic.

Genre specific writing - understand the constraints of business/technical communication (audience awareness and user centered design)

To be able to recognize that information is important (and what is not important) and should be included in each section of their submitted laboratory report.

write a research paper

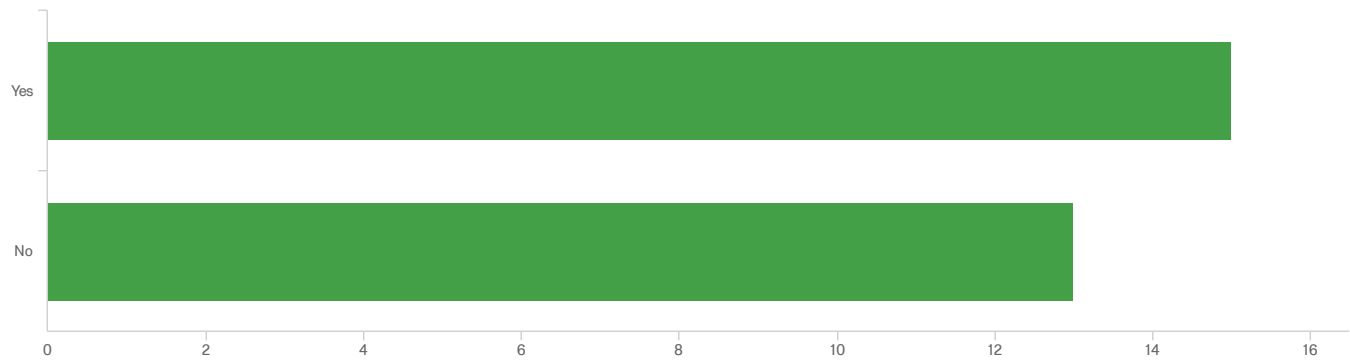
Write in specific modes of argument with audience awareness; use evidence from textbook and non-fiction sources to support analysis and arguments

To be able to write well in a professional work environment, in any industry

To critically engage with theory both in reading and writing

apply concepts to real life situations, critically analyze concepts & applications, problem solve

Q13 - After the 1C course, do students in your department take additional courses that train them in writing?



Q14 - Having reflected on the Cluster 1 goals and 1C outcomes, what revisions, if any, would you suggest?

Having reflected on the Cluster 1 goals and 1C outcomes, what revisions, if...

More university support for those students who are admitted with low reading comprehension and writing skills

Rather than have the assessment committee review the materials and then we get no feedback at all, have the faculty who teach these courses go on a retreat and discuss/compare notes/workshop/etc. so that we can work together to produce consistent, connected outcomes (etc.)

I think the outcomes may need slight revision

I would suggest getting rid of engaged learning goals as they have no bearing and students in my classes are usually sophomores. We have (as do many other depts) a later engaged learning component they will complete and therefore these goals have little connection to this course.

Writing labs for skill development

the few goals that I said somewhat appropriate was because I felt part of the goal made sense (for example, engaged learner but I wasn't sure what was meant by engaged citizen). The 5B requirement is related to the lab component of this course which they present their paper at a conference so it is in some way met by the way they develop their writing in this course. but overall i think the goals do fit the course and I think a big focus is their ability to synthesize and critically evaluate the literature

n/a

"Engaged citizen" doesn't seem as an appropriate of a goal for 1C.

Change "advanced" to "intermediate" in Outcome 3: "Demonstrate, at an advanced level of competence, use of discipline-specific control of language, modes of development and formal conventions." It is confusing to me that we require an advanced level of competence in something clearly designated intermediate, especially when the next outcome says "intermediate." I would also like to see something about basic grammar, spelling, and punctuation. I know this is not fashionable among some who teach rhetoric and composition, but it would save me a lot of time if I didn't have to teach these things on top of everything else.

biggest problem? the number of students who cannot consistently write meaningful prose at the most basic level. This is not in the outcomes, but how can they meet the outcomes when their skills are so low?

more collaboration with writing center. At the moment with do work with our librarian for research. But it would be wonderful if "research" workshops could be organized in conjunction with a writing center expert. For your information: as of now we have 2 workshops in each Clucter 1C. There is no room formore workshops. But the two sessions could be organized in conjunction with a writing coach.

remove engagement, do not expect "advanced competence"

Allow the instructor to bring in texts approved or accepted in/by the for-profit sector such as "What Color Is Your Parachute" per resumes; it would have helped if ENL-265 Unit 1 was based around creating a LinkedIn or Monster profile as job-seeking is almost entirely online

Please see my answers to the other questions on this survey

End of Report