

General Education Course CGEIP Annual Report

Title of Course Reviewed

ENG 222 Writing for Social Change

Name of Faculty Member Preparing this Report

John R. Turner

Time and Date of Course Review Meeting

9/9/2016 9:00:00 AM

List of Participants in Course Review Meeting/Discussion

John R. Turner, Lori Rogers, Rachelle Darabi, Vicke Kepling

Data Discussed (student work, scores, a common question, etc.); Conclusions Reached by the Previously Mentioned Participants Regarding the Next Steps for the Course

1. We followed up on a discussion that we started in December 2015 at Assessment Day sponsored by the Office of Assessment. At that workshop, we reviewed representative work samples from the course (OP-ED pieces prepared in the fall 2015 sections of ENG222). In particular, we looked at Creative Thinking and Expression (GG2.1, GG2.2) in regard to the OP-ED pieces. The faculty reviewers at that meeting (John Turner, Lori Rogers, and Rhonda Stanton) saw strong evidence that the student writing reflected general education course goals to “develop creative and novel solutions to personally and socially relevant problems” and to “take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter.” The samples of student writing reflected a range of social issues (such as environmentalism, disability rights, criminal justice reform, race and gender issues, and poverty), and their writing indicated an informed and supported position. Students were making effective and persuasive choices in articulating proposed solutions, especially taking into consideration the possible wide range of views their readers may hold.

At that time, we identified a difference in how we were defining the concept of an OP-ED piece, so some samples were more developed than others. In our most recent meeting (Sept. 9) we discussed whether we wanted to more thoroughly align this particular assignment across sections. Ultimately, we decided that we all employed similar processes in how we asked students to prepare for persuasive writing tasks: conducting extensive research into the backgrounds of issues; reading widely to learn the variety of views surrounding an issue (becoming familiar with the spectrum from those who are likely to agree with the student to those who are likely to oppose the students’ views); and locating the most up-to-date and authoritative supporting evidence. We decided that opinion-based writing can take many forms,

so we would look more toward the collective effectiveness of how the various samples reflect the course goals and less to whether the writing samples are similar in format and design.

2. We shared ideas for assignments for our various sections and we made recommendations to each other for materials (such as documentary films and writers) that would be useful in exploring topics in historic social change writing. The meeting provided an excellent opportunity for us to collaborate and to enhance our course materials by drawing on the collective strengths of our faculty.

3. We identified areas for upcoming assessment:

a. In fall 2016 we will look at goals associated with the course for Critical Inquiry, Analysis, and Problem Solving (GG 1.1, GG 1.2, and GG 1.4).

We identified a common assignment to examine. As an outgrowth of our collaborative discussion of assignments, fall 2016 instructors will have students research and prepare a “fact sheet” assignment with important information about the social causes students plan to address. At the conclusion of the semester, we will look at both the fact sheets themselves (a pre-writing activity) and final versions of work that incorporate the researched materials contained on the fact sheets.

b. In spring 2017, we will look at goals associated with the course for Community Engagement (GG 12.1, GG 12.2, and GG 12.4). These particular goals point to students’ awareness and attitudes about their rights and responsibilities as members of communities. We decided to use an online survey instrument asking students to provide information about their attitudes toward community engagement and the impact the course has had on those attitudes. Also by the end of spring 2017 semester we’ll have two semesters of student advocacy projects, many associated with community-based agencies that should help demonstrate our meeting Community Engagement goals.

Items Chosen by the Faculty for Action

As noted in the prior section for next steps for the course:

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Follow-up Plans and Action Regarding the Course

John R. Turner (Course Coordinator) will contact the Office of Assessment for assistance in designing and implementing an online survey. If it is ready in time this semester, we will use it in both fall 2016 and spring 2017 semesters. He will also schedule a mid-year course meeting in either December or early spring semester depending on faculty availability.

General Education General Goals from the Course

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Which SLOs were assessed for this annual report?

2.1, 2.2

Recommendations or Feedback for the Reviewing Committee About Items that Need Action at Higher Levels than the Department or about How the Process Could Be Better Supported

At this time, faculty feel that we have the departmental and university resources necessary to successfully meet the general education goals of the course.

Describe Any Way Diversity Content Has Been Included in This Course

The very nature of our course, social change writing, insists on a diverse world view. To prepare students for writing about social issues, we examine effective historic social change writing. These materials touch upon major social change movements invol