

Course Learning Report

Course: ESOL 94 Advanced English for Speakers of Other Languages

Date: Spring 2013

Author: Anthony Silva

PROGRAM OUTCOME	Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps *
Communication: Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication	Attend to feedback on the clarity, accuracy, precision, relevance, depth, breadth of their writing (see discussion below)	What: In-class essay How: Accuracy formula Who: ESOL faculty When: Spring 2013	Expected: 100% of students will meet the benchmark of 40% accuracy	Results: Meet: 32% Do not meet: 68%	Action: *Faculty will continue to explore the writing cycle intervention (write, revise, test) *Faculty will begin to explore clarity in writing Date: Fall 2013

*Next steps can include revision to syllabi, curriculum, teaching methods, student support, and other.

Discussion

In Spring 2013, ESOL faculty continued to focus on developing completely new, clear, concise competencies in the area of writing (specifically, grammatical accuracy in writing).

In order to measure grammatical accuracy, ESOL faculty used an accuracy formula developed in Fall 2011:

$$(\# \text{ of accurate sentences} / \# \text{ of sentences}) = \% \text{ accurate sentences}$$

This formula was applied to 100% of ESOL 94 final in-class essays (N = 102). Students were not allowed to use dictionaries or any other external aids when writing the final essays. Errors in any of the following areas rendered a particular sentence inaccurate:

- Grammar
- Spelling
- Capitalization
- Punctuation

ESOL 94 faculty continued to use the benchmark of 40% accuracy (set in Spring 2012). Thus, for the final essay, artifacts in which 40% or more of the sentences were error-free were considered to have met the competency; those with less than 40% accuracy were considered to have not met the competency.

In Spring 2013, 32% of student artifacts met this benchmark; 68% did not (class average = 32% accuracy; range = 0 – 93% accuracy). In order to improve this result in the future, ESOL faculty will continue to explore the writing cycle intervention (write, revise, test) in Fall 2013. In general, ESOL faculty who consistently used this intervention during the semester felt that it was beneficial for getting students to attend to the feedback / grammar corrections on their writing assignments, and that it contributed to improvements in grammatical accuracy.

In Fall 2013, faculty will also begin to explore clarity in writing.