South College

Writing Across the Curriculum

Handbook

March 2016

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A.1. Goals and Principles

The purpose of this Handbook is to provide information that outlines faculty and student involvement in our Writing Across the Curriculum program, inaugurated at the beginning of the Fall quarter 2005.

The entire South College community has been involved in developing the Writing Across the Curriculum program. We have a straight-forward, but important, purpose: **to improve students' writing skills.**

A.2. WAC Coordinators' Roles and Responsibilities

The Coordinators of the Writing Across the Curriculum program at South College assist the SC faculty in implementing the WAC program, organize faculty training pertaining to the WAC program, and develop tools and assessments for the effective functioning of the WAC program.

The WAC Coordinators:

1. Develop and maintain a WAC Handbook;

2. Effectively implement the WAC Program with the aid of the Deans and Department Chairs;

3. With Deans and Department Chairs, identify and describe the specific number of program WF, WI, and WID courses;

4. With Deans and Department Chairs, determine the number of WF, WI, and WID courses to be taken by those in certificate programs, associate degree programs, and bachelor's degree programs;

5. With Deans/Department Chairs and faculty, assign and describe WAC roles and responsibilities for implementing, mentoring, and evaluating the Student Writing Portfolios;

6. Work with each school/department and program in producing the department's WAC plan;

7. Assist each school/department in developing a description of faculty roles and responsibilities, including selecting a WAC contact person;

8. Assist each school/department in developing comprehensive syllabi for WF, WI, and WID courses;

9. Assist each school/department with its professional development needs for effective implementation of the WAC and Portfolio programs;

10. Assist and monitor an institutional professional development schedule;

11. Revise the WAC Handbook as needed;

12. Assist in the Writing Lab;

13. Implement WAC program;

14. Administer assessments and surveys;

15. Prepare and distribute WAC annual report;

16. Develop and implement internal assessment strategies for the Student Writing Portfolio;

17. Administer the Student Writing Portfolio program;

18. As an internal assessment strategy, administer an Initial Writing Sample Paragraph for all incoming students and the Final Assessment Paragraphs for graduating

19. File and maintain Student Writing Lab Portfolios;

20. Work with students to provide portfolio assistance;

21. Assist students who need help in developing their Portfolio Assessment Paragraphs;

22. Direct the evaluation of the Writing Lab's copy of the Student Writing Portfolio at the beginning of a student's final quarter;

23. Review and analyze WAC Portfolio effectiveness;

24. Review and grade ENG 1200 Challenge Exam; and

A.3. Writing Lab Tutors' Roles and Responsibilities

The Writing Lab Tutors at South College develop tools and assessments for the effective functioning of the Writing Lab.

The Writing Lab Tutors:

1. Provide writing assistance for students and faculty;

2. Develop and regularly update a list of writing websites for faculty and student instruction;

3. Develop Writing Lab handouts; and

4. Establish Writing Lab library and files of books, journals, handouts, and writing software.

5. Track Writing Lab use through the Writing Lab Satisfaction Survey and conferencing forms.

A.4. Schools/Departments' Roles and Responsibilities

The schools/departments will:

1. Develop appropriate writing assignments, including assignment rubrics, for each course and submit to Writing Lab;

2. Submit writing assignment guidelines to Writing Lab;

3. Participate in writing professional development training (in-services);

4. Identify and refer students for Writing Lab conferences;

5. Contact the WAC Coordinators about portfolio issues or difficulties; and

6. Help keep track of portfolio students who are about to graduate to make sure they do their "wrap-up" portfolio assessment the quarter before a student's degree completion (grades may be withheld until students do this final assessment in the Writing Lab).

Section B. WAC Courses, Requirements, and Programs

The faculty and administration of South College approved the following Writing Across the Curriculum definitions and requirements in the Fall of 2004. These requirements are meant to provide significant writing experiences to our students throughout their programs. Essential writing skills taught in the Writing Focused (WF) courses will be reinforced in the General Studies Writing Intensive (WI) courses and the Writing in the Discipline (WID) courses. By maintaining a high writing standard and using the Core Writing Rubric throughout all "W" courses, instructors will communicate to South College students that writing is important no matter what the curriculum, no matter what the career choice.

B.1. "W" Course Definitions

South College Writing Across the Curriculum courses (or WAC or "W" courses) are designed to offer significant writing opportunities for students during a term. Instructors assign several writing assignments so that a student's subsequent assignments can benefit from the evaluation of previous assignments. One of the main tenets of the Writing Across the Curriculum philosophy is that writing is a process. Accordingly, each assignment should build on the previous one for the student to more effectively see progress being made with each new writing project or each revision of the same writing assignment.

South College's "W" courses are divided into three categories:

B.1.a. WF, Writing Focused courses (3000+-words) – composition courses
Composition courses that require 3,000+-words through three essays.
  ENG 1200 English Composition
    Three essays:
      Autobiographical narrative (750+-words)
      Exploratory essay (1,000+-words)
      Analytical essay (1,250+-words)

  ENG 1210 English Composition with Research
    Three essays
      Synthesis essay (1,000+-words)
      Word argument essay (1,500+-words)
      Research paper (3,000+-words)

B.1.b. WI, Writing Intensive courses (2000+-words; over two or three assignments) – General Studies (non-composition courses)
Courses across the curriculum that require 2000+-words for approximately three papers of 675-words or two papers of 675-words plus 650-words for brief writing assignments, such as paragraphs, abstracts, and short reports.

ART 1010 Art Appreciation
ENG 2350 Introduction to Literature

ENG 2380 World Literature
ENG 2390 Major Authors
ENG 2400 Language and Society

ENG 2410 Literature for the Child
and Young Adolescent
HIS 1010 American History
HIS 1020 World History
PHI 2000 Critical Thinking
POL 2760 American Government

PSY 1810 General Psychology
PSY 1820 Human Growth and
Development
PSY 2800 Abnormal Psychology
SOC 1860 Introduction to Sociology

B.1.c. WID, Writing in the Discipline Courses (2000+-words; over two or three assignments)

Courses within a student's major that require 2000+-words for approximately three papers of 675-words or two papers of 675-words plus 650-words for brief writing assignments, such as paragraphs, abstracts, and short reports.

WID courses to be determined by departments and programs and to be listed in the Course Catalog, pending approval by the WAC Coordinators and Executive Vice President.

B.2. "W" Course Requirements

To ensure that all students are enrolled in several "W" courses throughout their chosen curricula, South College requires the following schedule for "W" courses:

B.2.a. Associate Degree Programs

One WF, Writing Focused courses

One WI, Writing Intensive course

One WID, Writing in the Discipline course

B.2.b. Bachelor's Degree Programs

One WF, Writing Focused courses

One WI, Writing Intensive courses

One WID, Writing in the Discipline courses

(Note: For bachelor's degree programs, students should take one WID course in the junior year and the second WID course in the senior year.)

1. School of Business

❑ **ASSOCIATE of SCIENCE in ACCOUNTING**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from ACC 2500 Accounting Information Systems)

❑ **ASSOCIATE of SCIENCE in BUSINESS ADMINISTRATION**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from BUS 2600 Business Policy)

❑ **ASSOCIATE of SCIENCE in BUSINESS ADMINISTRATION with CONCENTRATION in PROFESSIONAL BREWING SCIENCE**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from PBS 1070 The Business of Brewing I)

❑ **BACHELOR of BUSINESS ADMINISTRATION**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from BBA 3080 Managing Business Ethics)

❑ **BACHELOR of BUSINESS ADMINISTRATION with CONCENTRATION in ACCOUNTING**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from BBA 3080 Managing Business Ethics)

❑ **BACHELOR of BUSINESS ADMINISTRATION with CONCENTRATION in HEALTH CARE ADMINISTRATION**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from BUS 2600 Business Policy)

❑ **BACHELOR of BUSINESS ADMINISTRATION with CONCENTRATION in HUMAN RESOURCES**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from BUS 2600 Business Policy)

❑ **BACHELOR of BUSINESS ADMINISTRATION with CONCENTRATION in MARKETING**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from BUS 2600 Business Policy)

2. School of Education

❑ **ASSOCIATE of SCIENCE in TEACHING**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from EDU 1000 Introduction to Teaching)

❑ **BACHELOR of SCIENCE in ELEMENTARY EDUCATION**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from EDU 4041 Application and Reflection of Planning, Instruction and Assessment for All Learners)

3. Department of Medical Assisting

❑ **ASSOCIATE of SCIENCE in MEDICAL ASSISTING**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from AHS 2130 Diseases of the Human Body)

4. School of Nursing

❑ **BACHELOR of SCIENCE in NURSING**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (either from NSG 3271 Nursing Research or NSG 4452 Policy and Politics in Nursing)

5. Department of Physical Therapist Assistant

❑ **ASSOCIATE of SCIENCE in PHYSICAL THERAPIST ASSISTANT**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from PTA 2460 Advanced Habilitation/Rehabilitation)

6. Department of Imaging Sciences

❑ **ASSOCIATE of SCIENCE in RADIOGRAPHY**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from RAD 1340 Radiographic Procedures II)

❑ **BACHELOR of SCIENCE in HEALTH SCIENCE with CONCENTRATION in RADIOGRAPHY**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from either HSC 4110 Health Science Research or HSC 4210 Current Trends/Issues)

❑ **BACHELOR of SCIENCE in HEALTH SCIENCE with CONCENTRATION in NUCLEAR MEDICINE**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from either HSC 4110 Health Science Research or HSC 4210 Current Trends/Issues)

❑ **BACHELOR of SCIENCE in HEALTH SCIENCE with CONCENTRATION in DIAGNOSTIC MEDICAL SONOGRAPHY**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from either HSC 4110 Health Science Research or HSC 4210 Current Trends/Issues)

7. Department of Science

❑ **ASSOCIATE of SCIENCE in HEALTH SCIENCE**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

❑ **BACHELOR of SCIENCE in HEALTH SCIENCE**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (either from HSC 4110 Health Science Research or HSC 4210 Current Trends and Issues)

8. School of Legal Studies

❑ **ASSOCIATE of SCIENCE in CRIMINAL JUSTICE**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from CMJ 2240 Criminal Investigations I)

❑ **ASSOCIATE of SCIENCE in PARALEGAL STUDIES**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from LGS 2060 Legal Research and Writing II)

❑ **BACHELOR of SCIENCE in CRIMINAL JUSTICE**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (either from CMJ 3020 Research Methods for Criminal Justice or CMJ 4200 Patterns of Criminal Behavior)

❑ **BACHELOR of SCIENCE in LEGAL STUDIES**

One WF, Writing Focused course (ENG 1210 English Composition with Research – research paper)

One WI, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

One WID, Writing in the Discipline course (from LGS 4120 Special Topics in Legal Research)

End of "W" Requirements by Programs

B.3. Transfer Student Requirements

Transfer students should take as many "W" courses required for their program as possible but are not required to retake "W" courses for which transfer credit has been given by South College. Transfer students are required to keep a student portfolio, given the student's period of enrollment at South College. The Registrar will determine whether or not a student may be exempt from a required "W" course. If exemptions are deemed appropriate, the Registrar will fill out "W" Requirement Exemption Form. A copy of the "W" Requirement Exemption Form (REF) is to be sent to the Writing Lab to be included in the portfolio.

B.4. Students Who Pass Challenge Exams

Students may challenge out of one Writing Focused (WF) Course (ENG 1200 English Composition). A copy of the "W" Requirement Exemption Form is to be given to the Writing Lab Coordinators to place in the Writing Lab's copy of the portfolio.

C.1. Developing a "W" Course

An effective Writing Across the Curriculum program incorporates a community of faculty members who support the basic principle of writing instruction: that writing instruction is not the responsibility of the English instructors only—or more positively, that all instructors share in the goal of helping our students to write more effectively. It is not enough simply to offer a number of writing assignments for a course to qualify as a "W" course. We believe that a comprehensive and connected writing environment throughout the college produces better writers. Accordingly, all "W" instructors attend writing workshops, keep up with the latest in Writing Across the Curriculum literature, and plan "W" courses that support college-wide writing standards.

It should be pointed out that "W" courses, while offering substantial writing experiences for students, need not necessarily increase the teaching load for instructors. Many courses already include writing as part of the pedagogy. <u>Our goal is to teach the writing more effectively</u>.

"W" assignments at South College will be assessed with clearly written rubrics that let the student know beforehand what elements are essential for an effective writing project. Included in each rubric will be a **"Core Writing Rubric"** that will represent 30% of the grade for the assignment. In this way students in all "W" classes will be held to the same writing standard.

To become "W" instructors, faculty members agree to develop sequential writing assignments that teach not only the content of the course but also help students express themselves more effectively through writing. "W" course instructors, therefore, evaluate writing assignments for writing ability as well as for content. Students in "W" courses know that they need to use the writing skills learned in previous classes in their current "W" courses, for they will be held to similar writing standards in all of their classes.

When developing a "W" course, the instructor should:

a. Include in the syllabus course objectives information about what writing skills the students will be able to demonstrate as a result of the selected writing assignments,

b. Plan writing assignments that will demonstrate a student's grasp of the content as well as the student's writing ability,

c. Always give students clear instructions as to how to complete a particular writing assignment, providing writing models with descriptions and rubrics,

d. Encourage a variety of writing exercises,

e. Provide clear and specific evaluations,

f. Encourage students to make use of the Writing Lab as needed, and

g. Refer students to the Writing Lab when appropriate.

C.2. Tips for Maintaining an Effective "W" Course

To ensure the continuity of an established "W" Course's standards, a few guidelines should be maintained:

1. As much as possible, "W" Courses and writing assignment rubrics should be well-developed ("field-tested") prior to the launching of a new "W" course.

2. Each "W" course syllabus should be specific enough to direct new instructors in the effective administration of writing assignments.

3. Deans and Department Chairs should participate in the development of all "W" courses.

4. When necessary, specific lessons plans should be kept on file to assist new instructors in teaching the "W" courses.

5. Care should be taken not to significantly revise "W" Course writing assignments and rubrics. At the same time, our primary goal is to help students write more effectively, so changes should be made when necessary. The WAC Coordinator must be consulted before making significant revisions to "W" Courses or rubrics.

6. New instructors of "W" courses should be fully apprised by the Deans/Department Chairs of the college's commitment to the WAC/QEP.

7. New instructors should meet with the WAC Coordinator for information about the WAC program and for advice about WAC books and materials to read and WAC workshops to attend.

8. New Deans/Department Chairs should schedule a meeting with the WAC Coordinators.

9. Faculty members may contact the WAC Coordinators for departmental or individual writing standard reviews, professional development meetings, course development, rubric development, or for assistance with any aspect of the WAC program.

To effectively track the WAC, South College will use the following vehicles for internal assessment:

D.1.   Initial Writing Sample Paragraph

During orientation, or as soon as possible, every student will develop an Initial Writing Sample Paragraph. The topic will vary and will be chosen by the WAC Coordinators from among a few selected topics. An unevaluated copy will be kept in the Student's Writing Portfolio. This sample is simply to provide the portfolio evaluators with an initial benchmark to use for comparison of the student's writing progress. The Writing Lab Coordinators will use these writing samples as an informal assessment of the writing abilities of incoming students and to refer to them as necessary to aid the student during writing conferences.

The following three pages are to be used for administering the Initial Timed Writing Sample Paragraph.

South College
Initial Writing Sample Paragraph – (Page One)

Instructions for Administrators / (Not given to students.)

All new South College students should write a paragraph for inclusion in their Writing Lab Portfolio.

Please distribute the following two pages (pages two and three) to students.

When each student has a copy, please read aloud the information on page two.

After you have read the information, please ask students to turn to the second sheet and begin writing their paragraph.

Please collect the two sheets.

Papers should be sent to the Writing Lab Coordinators.

Distribute the following two pages to students.

South College staff and instructors know that writing is one of the primary skills that employers look for when hiring.

We are committed, therefore, to help you improve your writing while you attend South College through traditional Writing Focused (WF) composition classes as well as Writing Intensive (WI) courses, and Writing in the Discipline (WID) courses. These are also called our **"W" courses**. You will learn more about these courses later. Just know that these courses are designed to help you improve your writing.

One important way for you to keep track of your writing improvement will be for you to keep copies of your best writing in your personal **Student Writing Portfolio** that you will maintain yourself. You will return to your instructor originals of three writing assignments, the cause and effect essay from ENG 1210 (one WF), one WID course paper, and one WI course paper, which will be forwarded to the Writing Lab to be included the Writing Lab's copy of your **Writing Lab portfolio**. Your Writing Lab portfolio) should include your best writing assignments from three of your "W" courses.

To give us a first sample of your writing at this time for your Writing Lab portfolio, we would like you to write a single paragraph on the next sheet. Don't worry about this; it is just meant to be a beginning sample and will not be used for placement.

Later, you will be able to compare this sample paragraph with a final writing sample that you will submit before you graduate – so you can have a visible means of seeing your writing progress.

All of us at South College are here to help you to learn and to help prepare you for your post-graduation career. We will help you learn to improve your writing especially through the "W" courses and the Writing Lab.

Now turn to the next page and write a paragraph as best you can.

South College
Initial Writing Paragraph – (Page Three)

Student's name (Please print):_____

Student's Social Security number:_____ Date:_____

Choose **one:**

❑ I have transferred in from:_____ (post-high school institution)

❑ I am re-enrolling at South College, having once enrolled previously.

❑ I am a new student (not a transfer student) at South College.

Please write a single paragraph (of about five sentences) that describes your goals for your time at South College. The administrator will tell you when to turn in these two pages (pages two and three).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

D.2. Individual Portfolio Assignments

Before the conclusion of three "W" courses, including ENG 1210 (WF), one WID course, and one WI course, instructors will send copies of these original assignments with graded rubrics to the Writing Lab. Students should make copies of these writing assignments for their personal portfolios, or they may contact the Writing Lab for copies.

D.3. Student Portfolio Assessment Paragraphs

At the beginning of a student's final quarter, the student will visit the Writing Lab to complete two Portfolio Assessment Paragraphs.

In the two-paragraph review, the student should as objectively and honestly as possible:

- ☐ assess the overall quality of the Student Writing Portfolio, and
- ☐ assess the student's writing experience at South College.

The Portfolio Assessment Paragraphs should:

- ☐ have a clear topic sentence that begins each paragraph and that presents the purpose of the paragraph,
- ☐ have sufficient and well organized evidence in the paragraphs to support the topic sentences,
- ☐ be well organized,
- ☐ have appropriate transitions,
- ☐ show careful attention to correct grammar, spelling, word choice, and punctuation, and
- ☐ show careful attention to proper formatting.

D.4. Final Assessment of the Portfolio

[The following pages marked 1-5 are given to the graduating student.]

*Page 1***: Writing Across the Curriculum—Portfolio Completion Requirements**

Contact Ms. Watts   251-1892 / jwatts@southcollegetn.edu / writinglab@southcollegetn.edu

When? At the beginning of a "W" student's final quarter, the student should notify Writing Lab Coordinator, Ms. Julia Watts.

Who are "W" students? Our Writing Across the Curriculum program began during the Fall 2005, so now all undergraduate students are "W" or Portfolio Students.

Why contact Ms. Watts? Ms. Watts will help you prepare your Writing Lab Portfolio for evaluation.

What do I have to do? After reviewing your Writing Lab Portfolio, you will write two Portfolio Assessment Paragraphs that:

> 1. Assess the overall quality of your portfolio, and
>
> 2. Assess your writing experience in general at South College.

These are the simple requirements that will wrap-up your Writing Across the Curriculum portfolio and prepare it for evaluation.

Generally, students will not receive a report on the evaluation of a portfolio unless there is a problem.

We hope that your participation in South College's Writing Across the Curriculum program **has enabled you to write more effectively.**

That has been our main goal.

D.4.a. Basic Core Writing Rubric for Final Paragraph Samples

Each item is worth up to 10 points.

Use to evaluate the three final paragraph assessments and to compare with initial pgh.

1) _____ The paragraph has a strong topic sentence as the opening sentence.

2) _____ The paragraph has a closing sentence or ends with a sense of completion.

3) _____ The paragraph is unified.

4) _____ The paragraph is developed with appropriate and sufficient detail.

5) _____ The paragraph has a sense of coherence: ideas are arranged properly and connected effectively with transitional (or signal) words and phrases.

6) _____ The student has avoided agreement problems, such as subject-verb agreement and pronoun-antecedent issues.

7) _____ The student has used a variety of well-constructed sentence patterns.

8) _____ The student has shown a clear understanding of correct punctuation. (The student has avoided comma splices, run-on or fused sentences, and inappropriate fragments.

9) _____ The word choice (diction, vocabulary) is appropriate for the paragraph's purpose.

10) _____ The student has eliminated spelling errors and problems with capitalization.

_____ **Grade of Final Writing Samples**

D.5.   Portfolio Evaluation Form and Process

At the beginning of the student's final quarter, the student must contact the Writing Lab Coordinators so the student can do the two assessment paragraphs. Contacting the Writing Lab will alert the Writing Lab staff to initiate an evaluation of the student's Writing Lab portfolio. The Writing Lab Coordinators will evaluate the student's WAC Portfolio. After the student has done the two assessment paragraphs, the Writing Lab Coordinators will assess the final paragraphs, compare it with the initial sample paragraph, and assess the portfolio as adequate for the graduation requirement or unacceptable.

Specifically, a Portfolio Evaluation Form will be attached to the Student Writing Portfolio, stating whether the portfolio is Excellent, Good, Acceptable, or Unacceptable.

The Portfolio Evaluation Form is on the next page.

SOUTH COLLEGE WAC PORTFOLIO CRITERIA

Student Name: _____

Student Email: _____

Student SSN: _____

Criteria	Complete?	Name/ Number of Course	Date Completed	Quality Assessment (Excellent, Good, Acceptable, Unacceptable)	Evaluator Initials
Initial Writing Sample		**n/a**			
One ENG 1210 Paper (WF Course)					
One WI Course Paper					
One WID Course Paper					
Two Portfolio Completion Paragraphs		**n/a**			

*Scheduled Date of Student Evaluation: _____

*This is a mandatory, graduation requirement.

Based on the contents and the quality of this portfolio, the WAC co-coordinators have determined that this portfolio is (circle one):

(4) EXCELLENT   (3) GOOD   (2) ACCEPTABLE   (1) UNACCEPTABLE

Final Student Signature: Date:

_____   _____

Signature of WAC Co-coordinator: Date:

_____   _____

D.6. Annual Faculty WAC Survey

During July of each year, the faculty will be asked to complete a survey describing their assessment of the strengths and weaknesses of the WAC program, including the portfolio component.

The Annual Faculty WAC/QEP Survey is on the following two pages.

South College

Annual Faculty WAC Survey (Page One)

Name: _____ Department: _____

"W" course name and course number:_____

1. Please rate the overall success of the "W" course or courses you have taught.

      1   2   3   4   5
      poor   fair   average   good   very good

Briefly describe the reason for your rating:

2. Please rate the effectiveness of the workshop training you received this year to prepare you for your "W" course.

      1   2   3   4   5
      poor   fair   average   good   very good

What was most helpful about the training?

What was least helpful about the training?

3. How do you rate the overall writing ability of your students this year?

      1   2   3   4   5
      poor   fair   average   good   very good

Continued

Annual Faculty WAC Survey (Page Two)

4. How would you rate the value of your writing assignments in your "W" course in helping your students with their writing this year?

1	2	3	4	5
poor	fair	average	good	very successful

5. How would you rate the value of your writing rubrics in your "W" course in helping your students with their writing this year?

1	2	3	4	5
poor	fair	average	good	very successful

6. As far as you can determine, how would you rate the effectiveness of the South College Portfolio Program?

1	2	3	4	5
poor	fair	average	good	very successful

Briefly describe the reason for your rating:

6. What was the most helpful assignment, rubric, or teaching technique that you used to assist student with their writing?

_____

_____

7. What would you recommend for improving the success of your "W" course or courses?

_____

_____

Additional Comments:

_____
_____
_____
_____

Please return this survey to the WAC Coordinator. Thank you.

D.7. Graduating Student Survey

Every quarter, graduating students are asked to complete the following survey. Results are collated and results published in the annual Fact Book.

The Graduating Student Survey is on the next five pages.

SOUTH COLLEGE GRADUATING STUDENT SURVEY

PROGRAM OF STUDY _____   **DATE** _____

> **For the items listed below, please answer the following questions: How important is this to you? How satisfied are you?**

IMPORTANCE						**SATISFACTION**				
Low				**High**		**Low**				**High**
1	2	3	4	5	Representation of School by Admissions (Accurate and complete information about programs, requirements, and length of study)	1	2	3	4	5
1	2	3	4	5	Financial Aid Process (Efficient initial process, follow-up, and availability for questions)	1	2	3	4	5
1	2	3	4	5	Instructional Resources Used (Computer/practical labs, Internet access, tutoring program, computer and video assisted learning for math, guest speakers, and field trips)	1	2	3	4	5
1	2	3	4	5	Advising Services (Approachability of Deans, Department Chairs, Registrar, Asst. Registrar, Dean of Academic Support & Student Services, and Executive VP)	1	2	3	4	5
1	2	3	4	5	Variety of Student Activities (Student organizations, theme days, and community outreach/service activities)	1	2	3	4	5
1	2	3	4	5	Student Participation in College Policies (Student Advisory Committee, opportunities for evaluation of college	1	2	3	4	5
1	2	3	4	5	Bookstore (Efficiency of service and availability of books)	1	2	3	4	5
1	2	3	4	5	Facilities (Buildings, classrooms, student centers, and restrooms)	1	2	3	4	5

Continued

1 2 3 4 5	Library (Materials available, availability of assistance)	1 2 3 4 5
1 2 3 4 5	Registration Process (Advising by Department Chairs, organization of computer registration, and drop/add process)	1 2 3 4 5
1 2 3 4 5	Reception (Accurate information available, politeness, and helpfulness)	1 2 3 4 5
1 2 3 4 5	Career Placement (Assistance in job search strategies and preparation)	1 2 3 4 5

The following questions relate to your academic program at South College. Please indicate satisfaction in relation to your general education courses and the courses in your major.

GENERAL EDUCATION
  Satisfaction

MAJOR COURSES
  Satisfaction

Low High		Low High
1 2 3 4 5	Class Sizes	1 2 3 4 5
1 2 3 4 5	Availability of Courses	1 2 3 4 5
1 2 3 4 5	Faculty Enthusiasm for Teaching	1 2 3 4 5
1 2 3 4 5	Faculty Teaching Strategies	1 2 3 4 5
1 2 3 4 5	Faculty Availability	1 2 3 4 5
1 2 3 4 5	Your Intellectual Development	1 2 3 4 5

Continued

The following questions relate to professional skills. Please rate how important each area is to you and the competency level you feel you have reached at this time.

IMPORTANCE		CURRENT COMPETENCY
Low **High**		**Low** **High**
1 2 3 4 5	Computer Literacy (Internet, e-mail, and hard/software)	1 2 3 4 5
1 2 3 4 5	Oral Communication Skills	1 2 3 4 5
1 2 3 4 5	Interpersonal Skills (Team-orientation, conflict resolution, customer service, and tactfulness)	1 2 3 4 5
1 2 3 4 5	Leadership/Management Skills (Time management, stress management, organization, decision-making ability, dependability, and goal establishment)	1 2 3 4 5
1 2 3 4 5	Attitude (Self-confidence, initiative, work ethic, optimism, and professionalism)	1 2 3 4 5
1 2 3 4 5	Adaptability (Ability to learn new skills quickly and flexibility in new situations)	1 2 3 4 5
1 2 3 4 5	Critical Thinking Skills (Problem solving ability and analytical logic/reasoning)	1 2 3 4 5
1 2 3 4 5	Written Communication Skills	1 2 3 4 5

Please rate your writing ability when you entered South College   1   2   3   4

Please rate your writing ability now that you have completed your program. 1   2   3   4

Do you feel that you have a control of the written language that will enable you to communicate appropriately and effectively in your personal and professional life?   Yes _____ No _____

Continued

Please use the questions below to focus on anything you think should have been asked in this survey and wasn't, or to expand on something important to you.

Would you recommend South College to a friend interested in a South College program?

     YES   NO   If no, please explain_____

What is South College's greatest strength?

_____
_____
_____

What is South College's greatest weakness?

_____
_____
_____

Do you feel you have achieved the goals you set for yourself while attending South College? How?

_____
_____
_____

What particular courses, services, or people have you found most helpful?

_____
_____
_____

Continued

The following questions assist us in better serving our students. Please be as accurate as possible.

From the list below, please circle all words or phrases that you believe are the most widely held images of South College.

Isolated	Career-oriented	Selective	Average	Supportive	Prestigious
Challenging	Comfortable	Personal	Excellence	Unrecognizable	2nd Choice
Friendly	Elite	Impersonal	Conservative	High standards	Intellectual
Progressive	Junior College	Intense	Vocational	Other _____	

Who was your primary influence in deciding to enroll at South College?

Guidance counselor   _____

Parents   _____

Spouse   _____

Relatives   _____

Friends   _____

Other (Please explain)_____

End of Graduating Student Survey.

Section E. WAC External Assessment Strategies

To effectively track the WAC program, South College will use the following vehicles for external assessment:

E.1. Initial ETS-Proficiency Profile Exam

Beginning students will take the abbreviated form of the ETS-Proficiency Profile exam (formerly the Measure of Academic Proficiency and Progress, which in turn was formerly the Academic Profile Exam) in the College Management (SCC 1010) course to provide a benchmark for student's individual writing ability and to provide a comparison of South College students with students from similar educational institutions.

E.2. Final ETS-Proficiency Profile Exam

Before graduating, students will take the ETS-Proficiency Profile exam in the Professional Development (SCC 2120) course or during a program's capstone course to provide external comparison data. Comparisons will be made on an annual basis.

According to ETS, the Proficiency Profile Exam scores students at three levels of writing proficiency as follows:

Level 1

At level 1, a student can:

- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns, and conjunctions);
- Recognize appropriate transition words;
- Recognize incorrect word choice;
- Order sentences in a paragraph; and
- Order elements in an outline.

Level 2

At level 2, a student can:

- Incorporate new material into a passage;
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases;
- Combine simple clauses into single, more complex combinations; and
- Recast sentences into new syntactic combinations.

Level 3

At level 3, a student can:

- Discriminate between appropriate and inappropriate use of parallelism;

- Discriminate between appropriate and inappropriate use of idiomatic language;

- Recognize redundancy;

- Discriminate between correct and incorrect constructions; and

- Recognize the most effective revision of a sentence.

E.3. Alumni Survey

Two years after a student's graduation, South College asks the graduate to complete a brief survey that assesses the graduate's view of the strengths and weaknesses of South College's program as demonstrated by the student's personal assessment of the success or failure of his or her writing development while at South College. This survey asks the former student about experiences since graduating from South College and for information relating to his or her education, including information about writing experiences.

The Alumni Survey on the next three pages.

SOUTH COLLEGE ALUMNI SURVEY

Year of Graduation _____   **Program of Study** _____

Employment History since Graduation from South College (SC):

Position/Title	Company	Dates of Employment

 (Please continue on back if additional space is needed.)

Your input is vital to the evaluation and improvement of programs offered by South College. As a South College graduate, please rate the following, taking into consideration your experiences since graduation, on a 1-4 scale: 1= Poor, 2= Needs Improvement, 3 = Satisfactory, and 4 = Above Average

1. Your educational experiences at South College   1   2   3   4

2. Satisfaction with employment opportunities   1   2   3   4

3. Your professional development at South College   1   2   3   4

4. South College's Placement Assistance   1   2   3   4

5. Satisfaction with contacts from college/personnel   1   2   3   4
     since graduation (i.e., transcript requests, financial aid
     questions, business office, general information)

Have you had contact with college personnel since graduation?   YES   NO

If so, with what department(s)?

_____
_____

Please comment on any rating above or below 3:

_____
_____
_____

Continued

Please answer the following questions. (Continue on back if additional space is needed.)

---
1. Please list the skills you learned at South College that you use most and least frequently in your work.

       Skills used *most* frequently:

       _____
       _____
       _____

       Skills used *least* frequently:

       _____
       _____
       _____

2. What skills do you need on the job that you did not learn at South College?

_____
_____
_____

---
3. Please rate your written communication skills as follows: 1 = poor, 2 = needs improvement, 3 = satisfactory, and 4 = above average.

---

a. Writing ability when you entered South College   1   2   3   4

b. Writing ability when you graduated from South College   1   2   3   4

c. Writing ability needed for current position   1   2   3   4

d. Writing ability needed to advance in your profession   1   2   3   4

What activities and/or services contributed to the development of your writing skills while at South College?

_____
_____
_____

Is writing part of your current job responsibilities? Yes _____   No _____
If yes, how and what type of writing do you do (technical, reports, correspondence, etc)?

_____
_____

Do you feel that you have a control of written language that enables you to communicate appropriately and effectively in your personal and professional life?   Yes _____   No _____

Continued

4. Tell us about any awards/recognitions or involvement with professional/community organizations you have had since graduation?

_____
_____
_____

5. Would you recommend South College to a friend who was interested in a South College program? Why or why not?

_____
_____
_____

 Please use this space for any additional comments.

Please return this survey in the postage-paid envelope provided or fax to: 865-584-7335
Thank you for your participation.

The information in this survey will remain confidential and will only be used to improve the educational programs offered by South College.

End of Alumni Survey.

E.4. Annual Employer Survey

Six months following graduation, employers of South College students will be asked to complete a survey, which, among other questions, will ask employers to assess the writing abilities of the graduates they have hired. Among other things, this survey provides an external writing assessment for the WAC program by soliciting information about the graduate's writing ability as exhibited in the working environment. The employer surveys vary, depending on a student's program of study. A sample survey, from the Associate of Science in Business Administration program, is included.

The Annual Employer Survey is on the next three pages.

SOUTH COLLEGE
Associate of Science in Business Program Employer Survey

The information in this survey will remain confidential and will only be used to improve the educational programs offered by South College.

Your input is vital to the evaluation and improvement of the Business programs. Please answer the survey items frankly and sincerely, based on the South College graduate named below.

EMPLOYEE NAME: _____   POSITION: _____

EVALUATOR'S NAME: _____   POSITION: _____

ORGANIZATION NAME: _____   PHONE #: _____

When was this graduate hired by your organization?   _____

Is this graduate still employed by your organization?   Yes ____   No _____

If not, how long was the graduate employed by your organization? _____

Have you used the South College Placement Office as a resource to locate potential employees?

Yes ___ No ___

If yes, please describe the service(s) provided.

Please rank the quality of the Placement Office services you received on a 1-4 scale, 1 = poor, 2 = needs improvement, 3 = satisfactory, and 4 = above average.

Placement Office service	1	2	3	4	N/A

Continued

Please rank this employee on a 1-4 scale: 1 = poor, 2 = needs improvement, 3 = satisfactory, and 4 = above average. Use N/A for those items that are not applicable.

GENERAL COMPETENCIES

Professional appearance	1	2	3	4	NA
Dependability and responsibility	1	2	3	4	NA
Flexibility and adaptability	1	2	3	4	NA
Time management	1	2	3	4	NA
Initiative	1	2	3	4	NA
General organizational skills	1	2	3	4	NA
Oral communication skills	1	2	3	4	NA
Interpersonal skills	1	2	3	4	NA
Overall written communication skills	1	2	3	4	NA
Writes logically in an organized fashion	1	2	3	4	NA
Expresses clear ideas and purpose in writing	1	2	3	4	NA
Uses correct grammar, spelling, and punctuation	1	2	3	4	NA

Do you feel this employee has control of written language and is able to communicate appropriately and effectively in the current position?   Yes ____   No ____

If no, please explain:

SPECIFIC COMPETENCIES

Accepts constructive criticism	1	2	3	4	NA
Retains confidentiality	1	2	3	4	NA
Understand general theory of debits and credits	1	2	3	4	NA
Asks appropriate questions	1	2	3	4	NA
Works well with others	1	2	3	4	NA
Receives, organizes, prioritizes, and transmits information	1	2	3	4	NA
Works independently/team player	1	2	3	4	NA
Documents accurately	1	2	3	4	NA
Understanding of the various types of business structures	1	2	3	4	NA
Understands the difference between debt financing and equity financing	1	2	3	4	NA
Basic understanding of the 4 primary financial statements	1	2	3	4	NA
Computer skills are well developed	1	2	3	4	NA

OVERALL ASSESSMENT OF PERFORMANCE	1	2	3	4	N/A

Continued

Please list skills/competencies in which the employee excels.

Please list skills/competencies that need improvement.

Based on your experience with this graduate, what would you recommend to improve the Business programs at South College?

Based on your experience with this graduate, would you consider hiring another South College graduate?   Yes ____   No ____

Please use this space for any additional comments you may have.

Please return this survey by fax to: 865-584-7335.
Thank you for your participation.

The information in this survey will remain confidential and will only be used to improve the educational programs offered by South College. (201440)

End of Employer Survey.

E.5. Outside Team Assessment of Selected Writing Assignment Evaluations

A team of qualified writing instructors was brought in to evaluate how effectively and consistently South College instructors were evaluating students' writing, especially focused on the quality of the "W" syllabi and our use of the rubrics, which were attached to all "W" courses. The team was made up of two professionals in writing education.

The evaluating team examined a randomly selected set of "W" assignments from a variety of "W" courses. The evaluating team was able to select whichever "W" syllabi they wished for their assessment.

The evaluating team determined several characteristics about the "W" syllabi:

- Are the "W" syllabi clear?
- Do the syllabi offer appropriate "W" assignments?
- Are grading criteria and evaluation standards appropriate?

The evaluating team determined several characteristics about the rubric samples:

- Do the rubrics offer clear instructions?
- Do the rubrics effectively provide assessment for the assignment?
- Do the rubrics provide enough detail and clear enough instructions for different instructors to grade the assignments with consistency?

F.1. Rubric Description

Rubrics are evaluation checklists that provide the instructor and students with consistent, specific, and discrete grading criteria. Rubrics serve as a guide to the student about specific requirements for a successful assignment, while at the same time providing the instructor with a consistent measurement tool for evaluation.

F.2. Rubric Requirements

Since rubrics will serve as a primary assessment tool for the development and level of success of the WAC, the most successful rubrics will result from a careful analysis of the course objectives and the objectives of the individual writing assignments. Therefore, rubrics should be developed with input of the department and after a review of current literature. See the WAC Coordinators for assistance.

F.3. Core Writing Rubrics

The South College faculty decided that one way to provide consistency in writing evaluation throughout the "W" courses is for faculty to attach the following Core Writing Rubric to their individual assignment rubrics. This rubric provides an evaluation standard for 10 essential writing elements. The majority of the faculty felt that this rubric should represent 30% of the assignment's final grade.

This Core Writing Rubric can function as 30% of an assignment's total grade, with each item being assigned 0-3 points. The rubric assesses a broad range of writing skills and includes elements from the three levels of writing proficiency that are listed on the final page of our QEP.

Fifty percent of the rubric (1-5) deals with organization; forty percent with grammar, punctuation, and mechanics (6-9), and ten percent with presentation (10). An accompanying style sheet will be available for students and faculty. This style sheet will define the terms used in the rubric and will provide examples for each of these ten items as another way to provide uniformity in assessing.

F.4. Basic Core Writing Rubric

The Basic Core Writing Rubric is on the next page.

South College

Basic Core Writing Rubric

1. _____The assignment has a strong <u>thesis</u> statement that clearly presents the assignment's <u>main</u> <u>purpose</u>.

2. _____The assignment has an effective <u>introduction</u> and <u>conclusion</u>.

3. _____Paragraphs have effective <u>topic sentences</u>.

4. _____Paragraphs are <u>unified</u> and <u>fully developed </u>with appropriate and sufficient details that support the topic.

5. _____Paragraphs have <u>coherence</u>: ideas are arranged properly and connected effectively with transitional (or signal) words and phrases.

6. _____The student has avoided <u>agreement</u> problems, such as subject-verb agreement and pronoun-antecedent agreement.

7. _____The student has used a variety of <u>well-constructed sentence patterns</u>.

8. _____The student has edited for correct <u>punctuation</u>. The student has avoided comma splices, run-on sentences, and inappropriate fragments.

9. _____The <u>word choice</u> (diction, vocabulary) is appropriate for the assignment's purpose. Also, the student has eliminated <u>spelling errors</u> and problems with <u>capitalization</u>.

10. _____The student has submitted a professional-looking assignment that is <u>properly formatted</u>.

Total points/ percentage grade: _____

This represents 30% of the final grade for the "W" assignment.

F.5. Expanded Core Writing Rubric

The following expanded version of the Core Writing Rubric gives instructors and students more specific details for evaluating a student's writing.

The Expanded Core Writing Rubric is on the next two pages.

Expanded Core Writing Rubric

Students receive up to 30% total on the first page of this rubric. 0-3 for each category.

1. _____The assignment has a strong <u>thesis</u> statement that clearly presents the assignment's <u>main</u> <u>purpose</u>.
    - 0 – The assignment has no thesis statement or statement of the assignment's main purpose.
    - 1 – A thesis statement or purpose statement is presented, but it does not adequately prepare the reader for the purpose of the assignment. The statement is confusing or doesn't cover the assignment's material very well.
    - 2 – A thesis statement or purpose statement presents the main purpose fairly well, but lacks some clarity.
    - 3 – The assignment has a strong thesis or purpose statement that clearly and effectively presents the assignment's purpose.

2. _____The assignment has an effective <u>introduction</u> and <u>conclusion</u>.
    - 0 – The assignment is missing an introduction and a conclusion.
    - 1 – The assignment has an introduction and a conclusion, but both are inadequate.
    - 2 – The assignment has both an introduction and a conclusion, but one is inadequate.
    - 3 – The assignment has an effective introduction that strives to interest the reader in the assignment and leads in to the rest of the assignment. The assignment also has an effective conclusion that both sums up the content or main purpose of the assignment and provides closure to the assignment.

3. _____Paragraphs have effective <u>topic sentences</u>.
    - 0 – The body paragraphs have no or very poor topic sentences.
    - 1 – Some paragraphs have topics sentences, but most paragraphs are not unified by clear statements of the paragraph's purpose.
    - 2 – Most paragraphs have clear topic sentences, but some paragraphs do not have topic sentences or some topic sentences are not adequate statements of the paragraph's main idea or purpose.
    - 3 – All body paragraphs have effective topic sentences. These topic sentences clearly state the main idea or purpose of the paragraph and are clearly connected to the main idea of the assignment (thesis or purpose statement). In addition, effective topic sentences generate interest in the main idea of the paragraph and may also provide a link to the ideas in the previous paragraph.

4. _____Paragraphs are <u>unified</u> and <u>fully developed</u> with appropriate and sufficient details that support the topic.
    - 0 – Paragraphs include unrelated material without enough details to develop the topics of the paragraphs.
    - 1– Some paragraphs are unified in content but the details are insufficient in most paragraphs; or many details are unrelated to the main idea or topic.
    - 2 – The details in each paragraph are clearly related to the paragraph's main topic, but some paragraphs are undeveloped.
    - 3 – All body paragraphs are developed sufficiently by details that are appropriate to the topic.

5. _____Paragraphs have <u>coherence</u>: ideas are arranged properly and connected effectively with transitional (or signal) words and phrases.
    - 0 – The paragraphs are incoherent because they are unorganized, rambling, and hard to follow. The student has neither arranged details logically nor provided transitions to guide the reader through the paragraphs' ideas.
    - 1– Some paragraphs are coherent and use transitions, but most ideas in paragraphs are hard to follow.
    - 2 – Most but not all paragraphs are well organized, with appropriate and sufficient transition words and phrases to guide the reader through the paragraphs' ideas.
    - 3 – All body paragraphs contain details that are logically organized and provide the reader with appropriate and sufficient transition words and phrases to guide the reader through the paragraphs' ideas.

Continued

6. _____The student has avoided <u>agreement</u> problems, such as subject-verb agreement and pronoun-antecedent agreement.

       0 – The assignment includes far too many subject-verb agreement and pronoun agreement problems.
       1 – The assignment has some agreement problems.
       2 – The assignment has very few agreement problems.
       3 – The assignment is free of agreement problems. For example, singular subjects are followed by singular verbs and pronouns agree with their antecedents: "Everyone is doing his or her part."

7. _____The student has used a variety of <u>well-constructed sentence patterns</u>.

       0 – No attempt has been made to provide a variety of well-constructed sentence patterns.
       1 – Some attempt has been made to vary sentence patterns, but most sentences are awkward and poorly constructed.
       2 – Most sentences are well constructed, and the student has provided a variety of interesting and effective sentence patterns. Some sentences, however, need revision, such as for better parallel structure.
       3 – The student has composed a variety of well-constructed sentences so that the ideas in the assignment are carried along clearly and smoothly. The sentence patterns reveal a mature writing style, showing that the student knows how to employ the right sentence pattern for the concept.

8. _____The student has edited for correct <u>punctuation</u>. The student has avoided comma splices, run-on sentences, and inappropriate fragments.

       0 – Punctuation problems are very distracting.
       1 – While many sentences are punctuated correctly, punctuation problems are found in most paragraphs.
       2 – The student has obviously edited for punctuation, but some punctuation problems are evident.
       3 – The assignment is free of punctuation errors.

9. _____The <u>word choice</u> (diction, vocabulary) is appropriate for the assignment's purpose. Also, the student has eliminated <u>spelling errors</u> and problems with <u>capitalization</u>.

       0 – Diction, spelling, and/or capitalization problems are found throughout the assignment.
       1 – The assignment shows little editing for appropriate vocabulary, spelling, and/or capitalization.
       2 – While the assignment shows careful attention to appropriate vocabulary, spelling, and/or capitalization, a few errors have been made.
       3 – The assignment shows very careful editing for appropriate vocabulary, spelling, and/or capitalization.

10. _____The student has submitted a professional-looking assignment that is <u>properly formatted</u>.

       0 – The assignment is not formatted properly.
       1 – An attempt has been made to format some of the assignment correctly, but other parts of the assignment need careful attention.
       2 – The assignment is generally formatted properly, but some problems still exist.
       3 – The assignment is formatted properly, showing careful attention to proper arrangement, presentation, and style.

Percentage grade for Core Writing Rubric (up to 30%): _____

F.6. Using the Core Writing Rubric

Often, when presented with a paper for evaluation, the first things we notice are spelling and punctuation errors. These certainly need to be corrected, but there is a danger in just focusing first and foremost on spelling, grammar, and punctuation. Remember a truism about "WAC" is that it is "Writing Across the Curriculum," *not* "GAC" – "Grammar Across the Curriculum." We believe that writing is a process, and evaluation can be most helpful when it is seen as a process as well.

What does it mean to say "evaluation is a process"? It means that evaluation is best done in stages, just as writing is accomplished in stages. This is not to say that evaluation needs to be spread out over several sessions; instead, it means that the evaluator looks at the assignment sequentially: looking at the big picture (higher level issues of content, unity, and organization) before evaluating the details (lower level or sentence level issues of spelling or punctuation, for example). Too often instructors have conveyed to students that writing is mainly grammar. We should be careful that our rubrics don't promote this erroneous idea that writing is *just* "correct spelling or correct punctuation."

This idea that "good grammar equals good writing" is just as common and just as misleading as the old saying that "clothes make the man." Grammar and punctuation can be compared to the surface of a piece of writing while purpose, organization, and content can be compared to the body. Holistic grading, like holistic medicine, looks at the total picture. Holistic evaluation starts with the big ideas first; then, after a student has revised an assignment for unity and coherence, it's time to zero in on the other important details of grammar, spelling, and punctuation.

Perhaps the first questions to be asked in evaluating should be about **content**:
- Does the paper turned in fulfill the specific requirements of the assignment?
- Is the content appropriate, accurate, and sufficient?
  Questions will depend on the requirements given by content area instructors.

The next questions should be about **unity**:
- What is the purpose of this assignment?
- What is the main idea or the thesis?
- Is the content of the assignment unified?

The next level of evaluation deals with **coherence**:
- How is the assignment organized?
- Do the paragraphs and sentences flow in an understandable way?
- Does the student provide connections (transitions, signal words and phrases) that help the reader move from one point to the next?
- Does the student repeat main terms (a good thing) and use synonyms of main terms to remind the reader about the main topic?

The following level deals with the kinds of **sentences and words** that a student uses:

- Is there a good variety of sentence patterns?
- Do the sentences employ correct subject-verb agreement?
- Do pronouns agree with their antecedents?
- Are the sentences punctuated correctly?
- Has the student selected appropriate words (diction) for the ideas expressed in the sentences?

Perhaps the next stage in evaluating is looking at the assignment's **formatting**:

- Is the assignment presented well on paper?
- Does the assignment follow the style required: APA, Blue Book, MLA, or whatever style is required in the course?

These are just suggestions, but the main point is that as we all accept responsibility for guiding our students' writing in the "W" classes, we take to heart the main principle of Writing Across the Curriculum: that writing (and *evaluating*) is a process.

Note that the while 40% of the Core Writing Rubric deals with grammar, punctuation, and spelling, 50% deals with unity and organization. Secondly, this rubric, while being labeled "Core" is meant to be only 30% of the final writing grade. Also note that the Core Writing Rubric begins with the "bigger" ideas and ends with the details.

Section G.   Student Writing Portfolios

G.1.   Description of the Student Writing Portfolio

A Student Writing Portfolio is a graduation requirement. As far as a student's future employment, one of the immediately tangible benefits will be a writing portfolio that the student will be able to show with pride to prospective employers. Most importantly, the student will have a valid measurement of his or her writing progress as well as an incentive to produce quality writing throughout his or her college career.

The Student Writing Portfolio is a collection of writing samples, assessments, and supplementary materials written and collected by the student for the main purpose of aiding the student's writing development while at South College and for the secondary purpose of providing the college with an internal assessment tool for the Writing Across the Curriculum program. Students will submit the original assignments with attached graded rubrics to instructor, who will send the assignments to the Writing Lab for inclusion in the Writing Lab's copy of the portfolio.

G.2.   Purposes of the Student Writing Portfolio

The purposes of the portfolio include:

1. Providing a collection of student writing efforts,

2. Providing a constant incentive to produce quality writing,

3. Encouraging students to set challenging yet realistic goals for their writing development as well as for their college and career,

4. Enabling the student and instructors to see the development of a student's writing ability,

5. Giving the student and instructors examples of a student's writing strengths and weaknesses,

6. Encouraging the student to accurately assess his or her writing ability and to set goals for writing improvement,

7. Providing the student with a personal writing portfolio as an aid to future employment, and

8. Providing the college with a primary internal assessment strategy for the WAC.

G.3. Contents of the Student Writing Portfolio

A Student Writing Portfolio will contain:

1. An **Initial Writing Sample Paragraph** administered at orientation or as soon as possible, with graded rubric;

2. **One writing assignment from ENG 1210, English Composition with Research, a "WF" course**. The writing assignment to be included in the portfolio will be the final research paper with graded rubric assessment attached;

3. **One writing assignment from a "WI" course**;

4. **One writing assignment from a "WID" course**;

5. Copies of any **Instructor Referral-Student Conference Forms**;

6. **Portfolio Evaluation Form** (faculty assessment); and

7. **Portfolio Assessment Paragraphs**, with graded rubric.

G.4. Procedures and Evaluation of the Student Writing Portfolio

Each new student at South College will receive access to the Writing Lab Handbook, which includes specific instructions for developing and maintaining a Student Writing Portfolio. New students will be asked either at orientation or as soon as possible to do an Initial Writing Sample Paragraph, which will be kept in the Writing Lab's copy of the portfolio.

Because the student portfolios are a graduation requirement and because South College will be using the portfolios as an internal assessment tool for the Writing Across the Curriculum program, a copy of each student's portfolio will be kept in the South College Writing Lab. Students may also keep their own personal portfolio for assessment of their writing development, for showing to his or her advisor, and for possible employment purposes after graduation.

The personal portfolio should be maintained as neatly and professionally as possible; a loose-leaf binder with pocket folder inserts is ideal for protecting documents throughout a student's college career.

Students will select appropriate "W" course writing assignments and resubmit them to the instructor before the end of the course. At the end of the "W" course, the instructor will send **these original "W" assignments** (provided by the students) to the Writing Lab where these assignments will be included in students' Writing Lab portfolios. The instructor will also include a course roster with the "W" assignments listed. Students may request copies of these assignments from the Writing Lab for their own personal portfolio.

G.5. Incomplete "W" Assignments

If a student does not have the required "W" course assignment to include in the portfolio, the instructor will notify the Writing Lab. The instructor may allow the student to complete the "W" assignment according to South College's policy on incompletes, described in the South College Course Catalog as follows:

> Incompletes will be given at the discretion of an instructor to any student who does not complete the course requirements. To receive an incomplete, the student must complete at least one-half of the course requirements; then, it is the student's responsibility for completing the remainder of the required course work. This procedure must be completed by the last day of late registration of the next term (unless special approval is received from the Executive Vice President) or the incomplete will be changed to an F. The final grade for the course will be designated o the transcript by an "I" following the course grade, for example AI, BI, CI, DI, and FI. (SC Catalog)

If the student is not able to complete the required "W" assignment for the course, the student will not be able to include the missing "W" assignment in the portfolio at a later time, unless permitted by the instructor. A missing "W" assignment, therefore, will affect both the student's grade in the "W" course and the student's portfolio evaluation prior to graduation.

G.6. Instructor Referral

Whenever the student visits the Writing Lab, the student may request an Instructor Referral – Student Conference Form to include in his or her personal portfolio as well as in the Writing Lab portfolio. Depending on the "W" assignment, the student might not be able to do make-up work for missing portfolio assignments. Nevertheless, it is advisable for students to visit the Writing Lab for help in improving a portfolio and for help with their writing.

G.7. The Student's Final Quarter

In the student's final quarter, the student will complete two paragraphs assessing the quality of assignments and the portfolio. These student assessment paragraphs will be put in the portfolio. These assessment paragraphs may be administered in a final quarter course, such as Professional Development or Interpersonal Communications, during a similar final quarter course, or under the administration of a member of the Writing Lab staff during published day and evening times.

G.8.   Portfolio Final Status Report Form

During the student's final quarter prior to completion of the student's coursework, the student will complete assessment paragraphs assessing the (1) quality of the writing assignments and (2) the student's writing experience in general at South College. After these paragraphs are written, the Writing Lab Coordinator will put a completed Portfolio Final Status Report Form in the student's portfolio. Students may request a copy of this form to see the status of their portfolios.

G.9.   Portfolio Evaluation

A Portfolio Evaluation Form will be attached to the Student Writing Portfolio, stating whether the portfolio is Excellent, Good, Acceptable, or Unacceptable.

An "Unacceptable" designation on the Student Writing Portfolio Evaluation Form may result from a student not completing the required "W" assignments, not including required forms, not including the Final Timed Writing Sample Paragraph, and/or not including an acceptable Final Assessment Paragraphs. The Executive Vice President, the Dean of Academic Support and Student Services, and the South College Registrar will be notified of students receiving an "Unacceptable" designation on their portfolios.

G.10.   Portfolio Schedule Summary

Each South College student will supply originals of all materials for inclusion in the Writing Lab's copy of the Student Writing Portfolio. The student should recognize that South College will use the portfolio in its assessment of the Writing Across the Curriculum program; therefore, students are advised not to include highly personal material. South College will use the portfolios for assessment purposes only. The Writing Lab's copy of the Student Writing Portfolio will be kept in a manila folder.

1. Via the online orientation, the student receives instructions about the Student Writing Portfolio in the Writing Lab Handbook and instructions for accessing the Handbook.

2. During orientation, or during the student's first quarter, the student will write an Initial Writing Sample Paragraph. The administrator will give a copy to the Writing Lab Coordinator for inclusion in Writing Lab's copy of the portfolio.

3. Students will be responsible for submitting the originals of each "W" assignment to their instructors, who will forward these "W" assignments to the Writing Lab. These assignments include:
    One "WF" course paper: Final research paper from ENG 1210, English Composition with Research;
    One "WI" course paper; and
    One "WID" course paper.

4. Students are urged to use the Writing Lab at any time that they feel assistance might be helpful. To show a student's desire to improve his or her writing skills, students should include a copy of Writing Lab Instructor Referral-Student Conference forms in their portfolios.

5. If the advisors deem it helpful or necessary, advisors might also refer students to the Writing Lab for writing assistance and/or consultation about portfolios. In such cases it is mandatory that the student meet with the Writing Lab Coordinator.

6. In the student's final quarter, it is the student's responsibility to contact the Writing Lab Coordinators for information about Portfolio Completion Requirements. This will alert the Writing Lab Coordinators to initiate the final evaluation of the student's Writing Lab portfolio.

7. In the student's final quarter, the student will write two paragraphs assessing the overall quality of the portfolio and the student's writing experience in general at South College. Instructions for these paragraphs will be included in the Writing Lab Handbook. The student may also contact a member of the Writing Lab staff for advice about writing these paragraphs. These paragraphs may be administered in Professional Development, Interpersonal Communications, or another final quarter course.

8. The Writing Lab Coordinators will oversee the final evaluation of the Student Writing Portfolio.

9. A Portfolio Evaluation Form will be attached to the Student Writing Portfolio, stating whether the portfolio is Excellent, Good, Acceptable, or Unacceptable.

10. An "Unacceptable" designation on the Student Writing Portfolio Evaluation Form may result from a student not completing the required "W" assignments, not including required forms, not including the Final Writing Sample, and/or not including an acceptable Portfolio Assessment Essay. The Executive Vice President, Dean of Academic Support and Student Services, and the South College Registrar will be notified of students receiving an "Unacceptable" designation on their student portfolios.

Section H.   Additional Information

H.1. "W" Course Application Form

This form is used by instructors interested in establishing a course as a Writing Across the Curriculum course, or "W" course. The "W" Course Application Form and its "W" syllabi are to be sent to the WAC Coordinator for review.

"W" Course Evaluation Form on the next two pages.

South College

"W" Course Application Form

Due with syllabi (which should include writing instructions and the writing assessment rubrics).

Course Number_____

Course Title_____

Instructor (if known)_____

Statement (not necessarily included in syllabus) that details how this course will help improve student writing significantly.

Statement (not necessarily in syllabus) about how student writing will be assessed in this course.

"W" SYLLABUS STATEMENT – adapted for your course. See SAMPLE "W" SYLLABUS STATEMENT below. *This statement is to be included in the syllabus.*

Please attach a draft of your syllabus to the above Application for a "W" Course.

The syllabus draft should include:

1. "W" STATEMENT. A notice to the student that this is a "W" course (WF – Writing Focused English Composition Course, WI – Writing Intensive course (non-composition general studies course), or a Writing in the Discipline (WID) course that is designed to fulfill a portion of the Writing Across the Curriculum requirement for their portfolio, which, in turn, is necessary for graduation. This can be adapted from the SAMPLE "W" SYLLABUS STATEMENT printed below.

2. A notice of the amount and type of writing required in the course.

3. A statement detailing what percentage the writing will figure in the final grade.

4. A statement suggesting which writing assignments (two at least) are appropriate for inclusion in student portfolio.

5. Rubrics to be used in grading the "W" portfolio assignment (to be attached to portfolio sample).

6. A statement about any pre-writing (drafts, outlines, etc.) that are to be included with final WID portfolio sample, if applicable.

7. A notice about when the original "W" assignments are to be resubmitted to instructor for portfolio inclusion. (Students may contact the Writing Lab to request copies of their "W" assignments for their personal portfolios.)

H.2. Writing Portfolio Statement

The following paragraph is included on all syllabi, regardless if the course is a "W" course:

WRITING PORTFOLIO – GRADUATION REQUIRMENT:
In order to meet graduation requirements, each undergraduate student must submit three papers for his/her writing portfolio: one paper from English 1210, one paper from a Writing Intensive course, and one paper from a Writing in the Discipline course. It is the responsibility of the student to submit these papers to the respective faculty member at the end of each applicable quarter. The faculty member will then submit the assignments to the Writing Lab for filing. Exception: If a student receives transfer credit for English 1210, and /or for any Writing Intensive course, he/she will be exempt from submitting the papers from the required course in which transfer credit was awarded.

H.3. Instructor Referral—Student Conference Form

Instructors should use this form when referring students to the Writing Lab. Students should keep a copy of this form in their personal portfolio and ask the Writing Lab staff to put a copy in the student's Writing Lab portfolio. Students who visit the Writing Lab on their own will be asked to fill out this form, which will be put in the Writing Lab portfolio.

It is mandatory that a student meet with a member of the Writing Lab staff when the student has been referred by an instructor.

Instructor Referral-Student Conference Form on the next page.

South College Writing Lab
Instructor Referral-Student Conference Form

❑ **Instructor Referral.** Name of Instructor:_____

I am referring _____ to the Writing Lab for

assistance with:_____

❑ **Student Conference.**
Students who drop in for a Writing Lab Conference or arrive for a Writing Lab referral or appointment should sign in here:

Student's Full Name:_____Date:_____

Student's Social Security Number:_____

Student's Phone Number(s):_____

Student's E-mail:_____

Purpose of visit:

_____
To be completed by a member of the Writing Lab staff:

The student and the Writing Lab staff member worked on (please be specific):

Signature of Writing Lab staff member:_____

Additional Follow-up visits:
(List dates & initials of WL staff.) _____/_____/_____/_____/_____

_____/_____/_____/_____/_____/_____
WL Staff: Always keep a copy of the Referral-Conference form in the lab. Make a copy for the student if requested.

H.4. Writing Lab Handbook

The Writing Lab Handbook explains the purposes and requirements of the Writing Across the Curriculum program at South College and focuses especially on the Student Writing Portfolio: the reasons for keeping an excellent portfolio, what is to be included in the portfolio, how to maintain the portfolio, the Writing Samples, the Final Portfolio Status Report, and the procedure for faculty evaluation of the portfolio.

The Writing Lab Handbook also informs the student about how to make good use of the Writing Lab for assistance with any writing assignment, for independent learning, and for advice about the writing portfolio.