

**English 101P Assessment Procedures for
Student Learning Outcome #1: Rhetorical Awareness***

Identify, understand, and apply concepts of rhetorical situations (e.g. audience, purpose, genre, context) through analyzing and writing a variety of texts

Criteria—SLO #1 Components:

- A. Identify Rhetorical Situations — Transitions between genres and styles sufficiently.
- B. Understands Rhetorical Situations — Purpose is clear and achieved with style.
- C. Applies Rhetorical Situations — Utilizes Rhetorical Persuasive techniques according to audience's needs, defines necessary terms and ideas, and uses audience-appropriate language.

Assessment Schedule for SLO #1:

SLO #1 will be assessed in rotation with our other four English 101P SLOs. Assessment will occur each semester for a total of four years.

Assessment Procedures:

- 1) Every semester, each English 101P instructor will receive instructions, a rubric, and an assessment grid for assessing the selected SLO.
- 2) English 101P faculty will independently choose a final essay length assignment for assessment—a written assignment or exam—that is scheduled in the final four weeks of the semester.
- 3) English 101P faculty will randomly select ten students in sequence from the course roster (e.g., the final five students on the roster, or students twelve through sixteen) for assessment. For those students, 101P faculty will note academic major (if available), academic level (Freshman/Sophomore /etc.), and gender on the provided assessment grid. You may skip students who have withdrawn, stopped attending, or did not submit the assignment.
- 4) Using the provided rubric for guidance, English 101P faculty will assess each student's level of competence (1 = "absent or below basic," 2 = "developing," 3 = "proficient," or 4 = "advanced") for each component of the SLO and mark it on the assessment grid.
- 5) English 101P faculty will deliver completed assessment grids to Bruce Swanlund. He'll accept the grids as hard copies in his mailbox or in electronic format via email.
- 6) Bruce Swanlund will tabulate the data and submit a report for the selected SLO to the Department Chair.
- 7) At a future meeting, English 101P instructors will discuss the assessment results, using that discussion as a framework for future action.

Assessment of Student Learning Outcome #1.						
• Identify, understand, and apply concepts of a rhetorical situation (e.g. audience, purpose, genre, context) through analyzing and writing a variety of texts.						
Instructor:		Spring 2019	English 101P	Sec #:	Schedule #:	
Student Information				Competence Level in Criteria A-C (Give a score of 1-4)		
Student Roster #	Major	Level (e.g., Jr.)	Gender	A: Transitions between genres and styles sufficiently.	B: Purpose is clear and achieved with style.	C: Utilizes Rhetorical Persuasive techniques according to audience's needs, defines necessary terms and ideas, and uses audience-appropriate language.

101P SLOs Rubric					
For use in the 2018-19AY					
SLO #1	Identify, understand, and apply concepts of rhetorical situations (e.g. audience, purpose, genre, context) through analyzing and writing a variety of texts				
Criteria	Absent or Below Basic	Developing	Proficient	Advanced	Explanation Summary
A: Identify Rhetorical Situations (Switches Between Modes of Persuasion)	Few changes between genres and styles.	Demonstrates difficulty in transitioning between genres and styles.	Transitions between genres and styles competently.	Transitions between genres and styles with ease.	Switches Between Modes of Persuasion
B: Understands Rhetorical Situations (Analyzes Modes of Persuasion)	Purpose isn't clear or achieved.	Purpose may be unclear at times, and it may not be achieved convincingly.	Purpose may be implied, but it's clear and achieved.	Purpose is clear and achieved with style.	Analyzes Modes of Persuasion
C: Applies Rhetorical Situations (Supports claims with Modes of Persuasion)	Audience's needs are often not recognized: terms and ideas need explanation and language needs adjustment for the audience.	Shows some attention to audience's needs, sometimes defining necessary terms and ideas and using audience-appropriate language.	Shows attention to audience's needs, defining necessary terms and ideas and using audience-appropriate language. Purpose may be implied, but it's clear and achieved.	Shows sophisticated attention to audience's needs, defining necessary terms and ideas and using audience-appropriate language.	Supports claims with Modes of Persuasion