



REQUIRED COMMON ASSESSMENTS 1818

ENGLISH

Common Assessment Tools

- Rationale

- To ask ourselves what we hope students will learn
 - ▢ Shared learning outcomes
- To evaluate actual student success
 - ▢ Shared rubrics
- To evaluate ourselves
 - ▢ Course design; parity between 1818 and on-campus
- Rooted in Jesuit values of reflection

Requirements

- 1818 English has developed common tools for 1500,

1900, and all 2000-levels, to begin in AY 2020-2021.

- Common assignments are *keyed to outcomes*
- Common assignments use a *common rubric*
- Common assignments are intended to be portable into a wide range of course structures

ENGL 1500: The Process of Composition

- Approved Learning Outcomes
 - *Employ* a recursive writing process that includes invention,

prewriting, revision, editing, and proofreading.

- *Analyze* writing according to its basic rhetorical features, including purpose, audience, and context.
- *Write* essays that respond both to personal experience and to other texts.
- *Write* sentences and paragraphs that are stylistically appealing and conventionally appropriate.
- *Evaluate* their compositions and *reflect* on their own processes.

ENGL 1500

- **Common Assessment: Critical Literacy Narrative** ○ Critical literacy narratives require students to reflect upon, analyze, and write about the various literacies

that have shaped their lives, from foreign language acquisition to the ability to Snapchat.

● Approved Learning Outcomes Reached

- *Employ* a recursive writing process that includes invention, prewriting, revision, editing, and proofreading.
- *Write* essays that respond both to personal experience and to other texts. ○ *Write* sentences and paragraphs that are stylistically appealing and conventionally appropriate.
- *Evaluate* their compositions and *reflect* on their own processes.

● Approved Rubric

- Basic, editable template provided to high school instructors

ENGL 1900

● Approved Learning Outcomes

- *Write* and *design* persuasive messages for specific purposes, audiences, and contexts.
- *Analyze* messages and arguments using a sophisticated rhetorical vocabulary.
- *Summarize, paraphrase, and quote* appropriate research sources accurately and fairly.
- *Evaluate* their own compositions and rhetorical choices.

ENGL 1900

● Proposed tool: *Dissoi Logoi*

- Rhetorical practice of asking students to argue on both sides (or multiple sides) of a

given case.

- Approved Learning Outcomes Reached

- *Write and design* persuasive messages for specific purposes, audiences, and contexts.
- *Analyze* messages and arguments using a sophisticated rhetorical vocabulary. ○
- Summarize, paraphrase, and quote* appropriate research sources accurately and fairly.

- Approved Rubric

- Already developed by SLU Writing Program
- Must be used by all 1818 instructors *for this assignment*

- To avoid for this assignment:

- Creative writing, discussions of literature, single arguments.

2000-Level Literature Courses

● Approved Learning Outcomes

- Generate engaged and responsive *close readings* of texts; ○
Describe and analyze the various ways in which *texts reflect and help shape* wider cultural conditions; and
- Construct clear spoken and written *arguments* that demonstrate an awareness of *purpose* and *audience*.

2000-Level Literature Courses

● Proposed tool: *Literary Analysis Essay*

- Analyzes literary text or texts
- Employs close reading
- Develops a unique thesis / argument about literature
- Places literature in context

- Approved Learning Outcomes Reached

- All 3

- Approved Rubric

- Already developed by SLU English Dept.
 - Must be used by all 1818 instructors *for this assignment*

- To avoid for this assignment

- Creative writing, personal narrative, arguments that do not engage literature, etc.