Please note that this report covers two components of our program—the English Major outcomes covered in our Engl 120A assessment and our Single Subject Matter Program outcomes covered in our 125A/125B assessment. There are, therefore, three narratives.

1. **What goals or learning objectives/outcomes were assessed in the AY ending June 30.**

   A. Based on earlier assessments, we had constructed new learning outcomes (cf. Appendix) for Engl 120A—our junior-level major composition requirement—but had not yet re-assessed the work from Engl 120A since implementing those outcomes. In particular, we focused on the first of the common outcomes:
   
   Students will engage in research focused on academic inquiry: they will evaluate, analyze, and interpret a variety of primary and secondary sources in order to enter into scholarly conversations; learn how to integrate primary and secondary sources into their texts; and practice a variety of research methods and rhetorical strategies.

   The Curriculum and Assessment Committee, therefore, decided to use our earlier assessment mechanism—a holistic reading of the “research” assignment that is typically the culminating assignment for Engl 120A.

2. **How did you assess these learning outcomes?**

   a. Describe the measures you used and the information gathered? (Description, date administered, results):

   Engl 120A Learning Outcome Assessment: Each of the four instructors who taught Engl120A in Spring 2010 provided a random and anonymous sample of final research papers to the Curriculum and Assessment Committee. Each member of the committee read a subset of the sample; all papers were read by at least two committee members using the rubric previously used by the department reflecting its writing standards (see appendix).

   On May 23, the Committee met; in pairs, members compared their scoring of the papers and discussed the broader response to the learning outcomes. Once this process was completed, the Committee met as a whole to discuss our perceptions of the larger patterns of strengths, weaknesses and implications for both the assessment process itself, as well as the course.

   Here are the quantitative results of the scoring:
Quantitative Results of the 120A Scoring for Spring 2010: n=34

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and Audience</strong></td>
<td>14 essays</td>
<td>11 essays</td>
<td>9 essays</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and Coherence</strong></td>
<td>15 essays</td>
<td>12 essays</td>
<td>7 essays</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis and Support</strong></td>
<td>12 essays</td>
<td>9 essays</td>
<td>10 essays</td>
<td>3 essays</td>
</tr>
<tr>
<td><strong>Integration of Texts</strong></td>
<td>12 essays</td>
<td>8 essays</td>
<td>14 essays</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, Mechanics, and Syntax</strong></td>
<td>16 essays</td>
<td>11 essays</td>
<td>7 essays</td>
<td></td>
</tr>
</tbody>
</table>

b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

One of the Committee’s first observations was that while our original intention had been to assess all of the Engl 120A Learning Outcomes with this assessment tool, the tool itself could not adequately or accurately provide a picture of anything other than the students’ final project. We could not, therefore, gain any further insight into their writing or meta-cognitive processes. The Committee, therefore, recognizes the limited value of this rubric to help in program assessment.

Secondly, while it was evident to members of the Committee that the shared Learning Outcomes had clearly been implemented, causing greater course alignment, and that the students all engaged in some form of research and/or academic inquiry, it was also obvious that what constitutes or is considered research and/or academic inquiry still varies quite widely. We also observed that research remained, for the most part, more narrowly defined and less various in its approaches than the outcomes suggest.

c. In what areas are students doing well and achieving expectations?

The Learning Outcome related to research is most visibly documented in the two categories with the widest variation in student performance: Analysis and Support and Integration of Texts. While many of the essays revealed our students’ rudimentary, “good enough” approach, particularly as it is defined in terms of literary analysis, only a handful of students took genuine ‘intellectual risks’ by posing complex research questions and pursuing a variety of methodologies and theories. In some instances, students still struggled with an assertion of their own place in the scholarly conversation and with contextualizing the sources they provided. While organization and coherence were generally sufficient, some of the writing was still ‘formulaic’. All students seemed
to have a sufficient sense of writing to an academic audience; however, the strength of purpose varied in terms of engagement in the process of inquiry.

d. What areas are seen as needing improvement within your program?

Again, this focused assessment reveals that the adoption of the English 120A Learning Outcomes has contributed to a somewhat more coherent and consistent focus on research in the undergraduate classroom. The Committee, however, felt that additional focus throughout the major on “what academics do” and “why” and the nature of academic inquiry in the disciplines and fields that comprise English would be productive.

3. As a result of faculty reflection on these results, are there any program changes anticipated? The Committee did not see any immediate need for programmatic change based on the results of this year’s assessment; it did, however, agree on a need for additional faculty development and conversation regarding the nature of discipline-specific academic inquiry. To that end, the Committee recommended informal faculty inquiry groups or brown bags organized around the topic of “How do you model research in the classroom”. We would hope that further sharing of research and writing assignments could further enhance teaching and learning. We also will continue to look at the relationship between the two courses in which this kind of inquiry is a primary learning outcome: English 120A and 198T.

   a. If so, what are those changes?
   b. How will you know if these changes achieved the desired results?

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?

The English Department is currently piloting a “stretch” first-year Composition course; this pilot’s success is currently being assessed.

5. What assessment activities are planned for the upcoming academic year?

The department has been trying to move away from a single student text assessment mechanism, for some of the reasons noted above—i.e. it does not sufficiently reflect process, meta-cognition, and the variety of rhetorical strategies that comprise the learning outcomes. After a broader-based small ‘mapping’ pilot project two years ago, the Curriculum and Assessment Committee has decided to pilot a 198T (our senior seminar capstone course) portfolio assessment project for 2010-11.

Assessment Report for ENGL 125A, AY 2009-2010
Option 1: Narrative Submission
Susan Fanetti
Department of English
21 May 2010

NOTE: REPORT COVERS SPRING 2010
Catalogue Course Description: Provides prospective secondary school English teachers with an opportunity to think through important issues related to the planning and implementation of literature programs for adolescents. Equal emphasis will be given to the study of poetry, prose fiction, drama, and film. The focus will embrace literature from a variety of cultures from Euripides to the present day.

1. What goals or learning objectives/outcomes were assessed in the AY ending June 30 2010?

1) Students will reflect on their own high school experiences as a means to develop relevant, accessible pedagogy.
2) Students will learn how to develop and write lesson plans.
3) Students will learn and develop a variety of approaches to teaching literary interpretation and analysis.
4) Students will engage in and develop strategies for teaching comparative analysis among different texts, including various media (film, television, music, etc.)

2. How did you assess these learning outcomes?
   a. Describe the measures you used and the information gathered?
      (Description, date administered, results)
   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
   c. In what areas are students doing well and achieving expectations?
   d. What areas are seen as needing improvement within your program?

1) Students will reflect on their own high school experiences as a means to develop relevant, accessible pedagogy.
   
   a) High School Memoir assignment
   Prompt: This 3-5 page assignment is a personal narrative in which you will describe—in vivid, lively language—your high school experience. Since this is a class about teaching literature, you might focus on how you were influenced by your own high school English classes and teachers, but the gist here is to relive, and help your audience live, your high school experience—the good, the bad and the ugly.

   Average grade: B

   b) This is an early assignment. By asking students to take a self-reflective posture at the beginning of the course, the memoir helps them define their experiences both similar and diverse, helps them to recognize how important accessibility and relevance for students is for lesson and unit planning, and roots their further study in empathy as well as content.

   Students demonstrate their ability to self-reflect from a teacherly perspective.
c) Students generally recognize how their own experiences in high school informed their education overall, and recognize also that their experiences offer insights into their students’ experiences. They therefore generate ideas and develop teaching practices that are both content-rich and engaging for students.

d) This assignment seems to work very well. As it is an early assignment, and as it requires personal disclosure, submissions do tend to be a bit less polished overall than later assignments. I would like to see students approach the personal narrative with more confidence.

2) Students will learn how to develop and write lesson plans.
3) Students will learn and develop a variety of approaches to teaching literary interpretation and analysis.

   a) Short Story Lesson Plan assignment (*see attached for full prompt*).
   Average grade: B

   b) This assignment occurs at approximately the midpoint of the semester, after we’ve defined and discussed the necessary components of a valid lesson plan. Students develop a lesson plan to teach a short story of their choice.

   Students demonstrate an understanding of effective time management and lesson design. They also demonstrate effective content-specific planning.

   c) This is typically the first time students have undertaken this assignment. They take it very seriously. Students are empowered to design their plans to suit their individual styles and needs, though several elements are required in some form. The accompanying rationale is the most important part of the assessment, as students explain how and why they made the choices they did. The power of their persuasion in the rationale determines to a large extent their success in the assignment.

   d) Students sometimes struggle to define specific objectives/learning outcomes for their lessons rather than more general overall goals. Students also find challenge in determining the appropriate timing for activities and discussions; this is, I expect, largely a feature of the hypothetical nature of the assignment. Most students have not yet had extensive experience in the classroom.

3) Students will learn and develop a variety of approaches to teaching literary interpretation and analysis.
4) Students will engage in and develop strategies for teaching comparative analysis among different texts, including various media (film, television, music, etc.)

   a) Final Project:
Prompt: In 6-8 pages, you will analyze a literary (novel, short story, or play) and a film as suitable companions. **Neither may be on the syllabus, and the film may not be a straight adaptation of the literary text. The assignment requires you to engage in literary analysis of both pieces and then to make a case for the film as an appropriate thematic extension of the literary work in the classroom.**

Average grade: B+

b) This is the culminating assignment for the course. Students compare a written text (usually a novel) to a film (not an adaptation of the written text). Both must be separate from those assigned on the syllabus. Students engage in literary analysis of both texts, then make a case for teaching them as a pair.

Students demonstrate their ability to engage in comparative literary analysis. They engage disparate texts to develop effective teaching strategies.

c) I am consistently impressed by the wide range of interesting texts students select for comparison. Students show real innovation and imagination in their choices and make compelling arguments for the pairing of often very disparate texts.

d) Occasionally, students focus too strongly on the textual analysis and do not give sufficient attention to their argument for teaching the texts together. I continue to consider ways to frame this assignment so that students overall achieve better balance on this point.

3. As a result of faculty reflection on these results, are there any program changes anticipated?  
There are no program changes anticipated; students meet the learning outcomes admirably at this time.

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?  
Courses are currently aligned with California standards and to meet the requirements for the CSET. This alignment will remain intact.

5. What assessment activities are planned for the upcoming academic year?  
We will continue the assessments in place.

***see next page for data table***
## DATA TABLE, ENGL 125A, SPRING 2010, FINAL GRADES ON SAMPLE ASSIGNMENTS

<table>
<thead>
<tr>
<th>MELOIR 100 pts</th>
<th>LESSON PLAN 150 pts</th>
<th>FINAL PROJECT 250 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>120</td>
<td>175</td>
</tr>
<tr>
<td>70</td>
<td>105</td>
<td>188</td>
</tr>
<tr>
<td>80</td>
<td>143</td>
<td>213</td>
</tr>
<tr>
<td>85</td>
<td>120</td>
<td>225</td>
</tr>
<tr>
<td>85</td>
<td>132</td>
<td>213</td>
</tr>
<tr>
<td>85</td>
<td>132</td>
<td>238</td>
</tr>
<tr>
<td>85</td>
<td>143</td>
<td>238</td>
</tr>
<tr>
<td>90</td>
<td>143</td>
<td>238</td>
</tr>
<tr>
<td>95</td>
<td>143</td>
<td>225</td>
</tr>
<tr>
<td>90</td>
<td>128</td>
<td>238</td>
</tr>
<tr>
<td>88</td>
<td>128</td>
<td>220</td>
</tr>
<tr>
<td>75</td>
<td>135</td>
<td>238</td>
</tr>
<tr>
<td>95</td>
<td>143</td>
<td>238</td>
</tr>
<tr>
<td>95</td>
<td>120</td>
<td>238</td>
</tr>
<tr>
<td>85</td>
<td>135</td>
<td>220</td>
</tr>
<tr>
<td>95</td>
<td>128</td>
<td>220</td>
</tr>
<tr>
<td>85</td>
<td>117</td>
<td>225</td>
</tr>
<tr>
<td>70</td>
<td>0</td>
<td>220</td>
</tr>
<tr>
<td>88</td>
<td>128</td>
<td>213</td>
</tr>
<tr>
<td>95</td>
<td>150</td>
<td>220</td>
</tr>
<tr>
<td>95</td>
<td>135</td>
<td>225</td>
</tr>
<tr>
<td>95</td>
<td>128</td>
<td>195</td>
</tr>
<tr>
<td>95</td>
<td>143</td>
<td>220</td>
</tr>
<tr>
<td>85</td>
<td>128</td>
<td>225</td>
</tr>
<tr>
<td>80</td>
<td>120</td>
<td>238</td>
</tr>
<tr>
<td>85</td>
<td>135</td>
<td>225</td>
</tr>
<tr>
<td>88</td>
<td>143</td>
<td>225</td>
</tr>
</tbody>
</table>

**AVG:** 86.6 84.5 88.8
Assessment Report for ENGL 125B, AY 2009-2010
Option 1: Narrative Submission
Susan Fanetti
Department of English
21 May 2010

NOTE: REPORT COVERS SPRING 2010

Catalogue Course Description: Provides an introduction to teaching writing in high school and operates on the assumption that there is nothing else that we ask all our students to do in school that even approaches writing in the intellectual and psychological demands that it makes on students. The class has a workshop format, and students will practice many of the strategies studied. The texts will cover theoretical issues in teaching composition and practical methods of implementing theory in public school classrooms.

1. What goals or learning objectives/outcomes were assessed in the AY ending June 30 2010?
   1) Students will reflect in their own writing process and the development of their relationship to writing.
   2) Students will design compare assignments and assessments of student writing.
   3) Students will study composition theory and evaluate its practice in the writing classroom.
   4) Students will articulate a teaching philosophy and use it to inform their teaching practice.

2. How did you assess these learning outcomes?
   a. Describe the measures you used and the information gathered?
      (Description, date administered, results)
   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
   c. In what areas are students doing well and achieving expectations?
   d. What areas are seen as needing improvement within your program?

1) Students will reflect in their own writing process and the development of their relationship to writing.
   a) Writer’s Autobiography assignment: (see attached for full prompt):
      Average grade: B-
      b) This is an early assignment. By asking students to take a self-reflective posture at the beginning of the course, the writer’s autobiography helps them understand and articulate their own feelings about writing and the way their own process works (or doesn’t). This self-awareness is important before students can learn to teach others how to know themselves as writers.

      Students demonstrate their ability to self-reflect from a teacherly perspective.
c) Through this assignment, students become more fully aware of how they write, what works and what doesn’t for them, and how their strategies, for good or ill, or unique from all others. This reflection, in the first formal assignment, roots our continuing work in and investigation of the writing process.

d) This assignment seems to work very well. As it is an early assignment, and as it requires personal disclosure, submissions do tend to be a bit less polished overall than later assignments. I would like to see students approach the personal narrative with more confidence.

2) Students will design assignments and assessments of student writing.
   a) Writing Prompts and Assessment Rubrics assignment (see attached for full prompts): Average grade on Prompts: B; Average grade on Rubric: A-

   b) These assignments occur in the middle part of the semester, consecutively. These assignments focus on the craft of the writing prompt—how the way one asks a question determines the kinds of response one can expect—and the rhetoric of the rubric—what they structure of a rubric and the way elements are weighted tells students what things they should value, and how the design of a rubric can itself shape assessment.

   Students demonstrate their ability to ask questions that will evoke valuable responses and to assess those responses accordingly.

   c) Rationales are required for both of these assignments. In their rationales, students make their cases for the choices they’ve made. Consistently, students demonstrate thoughtful consideration and logical reasoning.

   d) These assignments work very well to meet the corresponding outcomes. There’s always room for improvement, however. Students seem to be most consistently challenged in two similar ways: to frame questions in ways that simultaneously guide students and empower them to explore, and to articulate specifically the weighted elements of a rubric. Again, this is, I expect, mainly due to the hypothetical nature of these exercises. With probing questions in workshop and from me, students are generally able to revise for greater specificity and engagement.

3) Students will study composition theory and evaluate its practice in the writing classroom.

4) Students will articulate a teaching philosophy and use it to inform their practice.

   a) Article Summary/Response assignments: Two article summary/responses are assigned, one early in the semester and one a bit later. Students research a peer-reviewed article on composition theory and/or pedagogy. The write a very brief
b) I’ve grouped these outcomes and assignments together because one feeds well into the other. We spend a lot of time discussing composition theory in class, students do this research independently as well, and they are asked to root their philosophy at least partly in a consideration of theory.

Students demonstrate their ability to synthesize and evaluate disparate theories of composition and to incorporate the most relevant ideas into their own philosophy. Students then demonstrate their ability to design lessons that respond to and promote their philosophy.

c) After spending the semester focused on the theory and practice of teaching writing, students do well overall to define a teaching philosophy and to align their lessons with it. Results are consistently strong.

d) Students consistently report that they had never written a teaching philosophy before this course, and some struggle to adhere to the strict parameters set forth in the assignment. This assignment is largely conceived as a “dry run” for the philosophy students will submit when they apply for teaching positions. It is a very difficult assignment, yet students perform admirably overall.

3. As a result of faculty reflection on these results, are there any program changes anticipated?
There are no program changes anticipated; students meet the learning outcomes admirably at this time.

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?
Courses are currently aligned with California standards and to meet the requirements for the CSET. This alignment will remain intact.

5. What assessment activities are planned for the upcoming academic year?
We will continue the assessments in place.

***see next page for data table***
### DATA TABLE: ENGL 125B, SPRING 2010  
#### FINAL SCORES ON SAMPLE ASSIGNMENTS

<table>
<thead>
<tr>
<th>AUTOBIOGRAPHY 100 pts</th>
<th>PROMPTS 100 pts</th>
<th>RUBRIC 100pts</th>
<th>ARTICLE S/Rs 200 pts total</th>
<th>FINAL PROJECT 250 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>90</td>
<td>85</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>238</td>
</tr>
<tr>
<td>85</td>
<td>80</td>
<td>85</td>
<td>100</td>
<td>213</td>
</tr>
<tr>
<td>75</td>
<td>85</td>
<td>85</td>
<td>0</td>
<td>200</td>
</tr>
<tr>
<td>85</td>
<td>85</td>
<td>90</td>
<td>100</td>
<td>213</td>
</tr>
<tr>
<td>85</td>
<td>75</td>
<td>90</td>
<td>200</td>
<td>213</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>90</td>
<td>200</td>
<td>238</td>
</tr>
<tr>
<td>78</td>
<td>88</td>
<td>85</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>85</td>
<td>90</td>
<td>95</td>
<td>200</td>
<td>220</td>
</tr>
<tr>
<td>88</td>
<td>88</td>
<td>85</td>
<td>200</td>
<td>213</td>
</tr>
<tr>
<td>95</td>
<td>85</td>
<td>95</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
<td>90</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>85</td>
<td>90</td>
<td>85</td>
<td>200</td>
<td>213</td>
</tr>
<tr>
<td>0</td>
<td>95</td>
<td>85</td>
<td>200</td>
<td>220</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>95</td>
<td>200</td>
<td>213</td>
</tr>
<tr>
<td>90</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>213</td>
</tr>
<tr>
<td>85</td>
<td>85</td>
<td>90</td>
<td>170</td>
<td>213</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>90</td>
<td>200</td>
<td>220</td>
</tr>
<tr>
<td>80</td>
<td>90</td>
<td>85</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>238</td>
</tr>
<tr>
<td>88</td>
<td>85</td>
<td>95</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>88</td>
<td>90</td>
<td>95</td>
<td>200</td>
<td>238</td>
</tr>
<tr>
<td>90</td>
<td>88</td>
<td>95</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>90</td>
<td>85</td>
<td>90</td>
<td>200</td>
<td>188</td>
</tr>
<tr>
<td>85</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>95</td>
<td>95</td>
<td>80</td>
<td>200</td>
<td>225</td>
</tr>
<tr>
<td>88</td>
<td>88</td>
<td>85</td>
<td>200</td>
<td>213</td>
</tr>
<tr>
<td>90</td>
<td>90</td>
<td>90</td>
<td>200</td>
<td>238</td>
</tr>
<tr>
<td>85</td>
<td>95</td>
<td>95</td>
<td>200</td>
<td>213</td>
</tr>
</tbody>
</table>

**AVG:** 82.5 86.7 90.3 93.2 88.3
Appendix: Supporting Materials

120A Learning Outcomes

- Students will engage in research focused on academic inquiry: they will evaluate, analyze, and interpret a variety of primary and secondary sources in order to enter into scholarly conversations; learn how to integrate primary and secondary sources into their texts; and practice a variety of research methods and rhetorical strategies.

- Students will read, analyze, and interpret a range of challenging and complex texts, which may include print, visual, electronic, and spoken discourse.

- Students will be challenged to move beyond formulaic writing and practice the rhetorical strategies appropriate to a course in advanced composition: writing for a variety of audiences, a variety of purposes, and in a variety of genres, which may include both print and electronic forms of discourse.

- Students will engage in a writing process which will include extensive revision and feedback from both peers and instructors during the writing process.

- Students will reflect on their own writing process and gain an awareness of themselves as writers and researchers.

- Student writing will be the focus of the course: students will learn more about themselves as critical consumers and producers of texts.

CSUS English Department Writing Assessment Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and Audience</strong></td>
<td>The paper thoroughly fulfills the purpose and is wholly appropriate for the intended audience of the assignment.</td>
<td>The paper adequately fulfills the purpose and is generally appropriate for the intended audience of the assignment.</td>
<td>The paper partially fulfills the purpose and may not always be appropriate for the intended audience of the assignment.</td>
<td>The paper fails to fulfill the purpose and may be inappropriate for the intended audience of the assignment.</td>
</tr>
<tr>
<td><strong>Organization and Coherence</strong></td>
<td>The paper is well organized, unified, and coherent throughout.</td>
<td>The paper is adequately organized and generally unified and coherent.</td>
<td>The paper shows limited organization and may not be unified or coherent.</td>
<td>The paper is poorly organized and lacks unity and coherence.</td>
</tr>
<tr>
<td><strong>Analysis and Support</strong></td>
<td>The paper thoroughly analyzes the text(s) and fully develops the topic.</td>
<td>The paper adequately analyzes the text(s) and adequately develops the topic.</td>
<td>The paper shows limited analysis and development and limited supporting details.</td>
<td>The paper shows little or no analysis or development of the topic and supporting</td>
</tr>
</tbody>
</table>
The paper thoroughly integrates primary, and when appropriate, secondary texts.

The paper adequately integrates primary, and when appropriate, secondary texts.

The paper only partially integrates primary, and when appropriate, secondary texts.

The paper fails to integrate texts.

The paper shows a comprehensive command of vocabulary, syntax, and grammar and contains appropriate and effective sentence structures. There is accuracy in mechanics and, when appropriate, citations.

The paper demonstrates an adequate command of vocabulary, syntax, and grammar and contains satisfactory sentence structures. Errors in mechanics and/or citations do not interfere with comprehension.

The paper shows limited command of vocabulary, syntax, and grammar and may contain flawed or ineffective sentence structures. There are errors in mechanics and/or citations that may interfere with communication.

The paper shows inadequate command of vocabulary, syntax, and grammar and contains ineffective sentence structures. There are frequent errors in mechanics and/or citations that interfere with comprehension.

**Lesson Plan Assignment**  
**ENGL 125A**  
**Prof. Fanetti**

The topic of this assignment is a short story of your own preference. Be sure to include an MLA citation for it.

Although you are required to design a plan for a short story, there is no particular model that I expect you to follow. Use an established one like the Hunter Model (see SacCT), or design one that is comfortable and logical for you. Whatever format you select, however, you must address the following criteria:

- Rationale and objectives (at least three) for the lesson
- Context of lesson in overall unit/course
- Assumed prior knowledge and explanation for assumptions
- Any materials needed
- Timeline of entire class period(s)
- Assessment strategies of lesson
- Brief statement of how lesson will lead into future lessons

You should also include such information as what California standards the planned activities meet and, perhaps, what levels on Bloom’s Taxonomy (see SacCT) the activities suit. This information will very likely be an asset to you should you choose to include these lessons in your job application or career portfolios (i.e.,
Writing Project: Engl 125B

1. Writer’s Autobiography
Write a narrative of your experiences throughout your life with writing—and with literacy. What is the first significant writing moment you can remember? What is the most significant? The best or happiest moment? The most difficult or painful? Describe these moments fully and connect them, and any others you wish to include, into a cohesive, coherent narrative. Reflect on why these moments are significant and how they describe your writing life. Focus your descriptions on putting your readers in the moment of these experiences, so that we can see from your perspective and understand how you came to be the writer and teacher you are.

Length: 3-5 pages

2. Writing Prompts Assignment
General:
For this assignment, you are to devise ten separate writing prompts that will be suitable for use in a high school English/language arts class. You may also consider interdisciplinary topics, if you’d like. If you wish, some of these prompts may be related to each other (i.e., as if part of a unit plan)—but no more than three.
You’ll have to use a little imagination and some forward-thinking. I’m asking you to develop ten writing projects based on material you imagine promoting in your classes. So think about books you hope to teach, concepts you intend to stress, writing you’d like your students to do.

Specifics:
1. Design each prompt as if you were distributing it to your students.
2. Each prompt should be detailed enough that students can fully and quickly understand the assignment and brief enough that they can easily and continually refer to the prompt while writing.
3. Each prompt should have a title and, for the purposes of this assignment, a brief rationale for the writing assignment.
4. Specific details regarding the assignment should be clearly delineated—i.e., length, format, mode (if appropriate), due date, etc.
5. Any additional material—for instance, a quote that situates the assignment in context, or a selection of possible topic options—may be included according to your teacherly judgment.
6. You might also consider including some indication of the purpose or value of the writing project—i.e., what you hope they’ll think about and/or learn while working on it. (This will likely be very similar to the brief rationale you provide for me, but if you choose to include this also for your students, write it for them.)
3. Assessment Rubric
As Burke and others have explained, there are all sorts of rubrics, created with various goals in mind. What I’d like you to do for this assignment is create a rubric for assessing essays that you can use repeatedly over the course of a term and throughout your career (although you will likely refine it frequently)—call it a “general” or “standard” assessment rubric for essays. This single document should be suitable for several audiences—your students, so that they understand your expectation of their writing (and on what concepts you place emphasis); yourself, so you can use it to direct your assessment; administrators, who will very likely want to see it; and parents, just in case. Oh, and me.

You should consider this document to be the safeguard between you (and your students) and unfairly subjective assessment, but it should not be absolutely iron-clad. In other words, draft this rubric so that you are comfortable adhering to its points, but give yourself enough room to wiggle a little, too. We English teachers do like to wiggle. The particular format is not determined. There are several ways to set up a rubric; choose a format that is logical/comfortable for you and comprehensible to your students (if it might need some explanation, that’s okay, just make sure it only needs a little explanation).

Points to consider:
1. Do you favor a “point” system or a broader letter-only system? Points are fine, but they can be constraining unless you have considered fully how to apply points—a numerical/quantitative system—to writing—a verbal/creative system.
2. Consider whether you want your students to “check off” items from your rubric in their own writing or revision process. If so, you should design it with check boxes or something of the sort and plan to distribute new copies with each new assignment/draft.
3. Be sure that your rubric emphasizes the things you find most important. Is your chief concern that your students develop their ideas, even if perhaps they haven’t organized them very well? Make sure your rubric privileges conceptualization over organization. You can of course give organization some weight in this scenario, but make your “pedagogical hierarchy” clear (don’t use those words with your students; their heads will explode).
4. There should be a clear, logical progression between “A” work and “D” or “F” work. Each ascending position on the rubric should show a refinement of the writing process.
5. YOUR RUBRIC MUST FIT ON A SINGLE PAGE—be concise, be clear, get to the point.

Finally, with your rubric, submit a brief (about one page) defense. What philosophy/pedagogy supports your construction of this rubric?