TBR COURSE REVITALIZATION INITIATIVE
Fall 2014-Spring 2015

GRANT PROPOSAL
Deadline for Submission: December 15, 2013

Institution: Pellissippi State Community College

Course Number and Name: ENGL 1020 Composition II

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<th>PROJECT LEADER</th>
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<th>ANTICIPATED DISTRIBUTION OF WORK (MUST = 100%)</th>
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Please provide the following information for each member of your revitalization team.

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1) **Describe the revitalized course in its complete implementation, especially how it differs from the traditional course.**

Pellissippi State’s (hereafter PSCC) proposed revitalized ENGL 1020, Composition II (hereafter ENGL 1020) course targets the most common reasons that our students are unsuccessful in the course and specifically addresses these issues in an attempt to increase our **successful completion rates**. At PSCC, 30.5% of our students do not successfully complete ENGL 1020 (APPENDIX A).

Though some of our concerns in revitalizing ENGL 1020 were directly connected to student success issues originating in ENGL 1010 (addressed by that course revitalization), the biggest challenge facing ENGL 1020 is a lack of clearly defined identity and purpose.

Heretofore, there has been no established connection between the two first-year composition courses. It was as if a student learned about writing in one course and, then, learned about different writing in another course with no bridge or transition between. Part of this absence of distinct transition was due to a lack of consistency in student experience in ENGL 1010, which we address in that course’s revitalization plan. ENGL 1020 professors took an inordinate amount of time re-teaching skills that should have been mastered by students in ENGL 1010. Our revitalized ENGL 1010 holds students accountable for mastering a designated set of skills before they can advance to ENGL 1020. Thus, ENGL 1020 students should begin on common ground and allow those teaching the course to move forward from that starting point.

Further, ENGL 1020 has not historically had an easily-defined, universally-accepted purpose. We obviously have learning objectives and expected student outcomes, which we have been achieving. But where and how the course fits into a broader view of curriculum has been less apparent. Students who are pursuing degrees, transfer pathways, and some certificates take ENGL 1020, but it is not a required course for all students. Yet it has the third highest enrollment for a course at PSCC. If ENGL 1010’s purpose is to introduce a student to the rigors and requisite skills of academic writing, then ENGL 1020 should shape a student’s writing ability beyond that now-established ENGL 1010 level and produce students with more refined, more advanced, specialized writing skills.

One of our goals in revitalizing both ENGL 1010 and ENGL 1020 is to create a seamless first-year composition experience at PSCC with a recognizable link between the assignments a student completed in the first semester and the assignments required in the second semester. In addition, a student will be able to clearly trace his progress in his/her mastery of writing skills from ENGL 1010 into ENGL 1020 because revitalized ENGL 1020 will build directly upon the skills designated in the revitalized ENGL 1010 course.

Therefore, the role of ENGL 1020 is to adequately prepare our students to enter upper level, writing-intensive Humanities courses and be equipped to engage in higher ordered thinking, academic inquiry, and analysis. As such, the student in ENGL 1020 must continue to demonstrate critical thinking skills and rhetorical strategies necessary for a variety of academic environments, but he/she must further develop and refine his/her critical thinking and writing skills beyond those required for ENGL 1010. We would, thus, add a subtitle to our revitalized course name: ENGL 1020, Composition II: Introduction to Literary Analysis.
As in the revitalized ENGL 1010, we will designate a standard set of collegiate writing skills for which a student must demonstrate mastery before he/she can successfully matriculate to more advanced literature courses. These ENGL 1020 skills mirror the skill set from ENGL 1010 but narrow the focus and strengthen the expected level of proficiency a student must demonstrate in order to successfully complete the course and meet required course outcomes. Outlining these skills on our course syllabus communicates clear, concise academic expectations for our students from the first day of class. They will know exactly what skills they must master in order to successfully complete the course and, as such, this shifts the impetus for learning these skills back to where it belongs - the student.

Likewise, making our revitalized ENGL 1020 echo the student-empowered and student-driven learning structure of revitalized ENGL 1010 increases the students’ familiarity with what is required of them and establishes a clear connection between the two courses. Thus, the student learning outcomes from ENGL 1010 directly segue into those for ENGL 1020.

We have also created a core set of writing assignments in coordination with our ENGL 1010 (Composition I) grant team. This core group of writing assignments does not constitute an effort to modularize or create universal conformity for our ENGL 1020 course. We reject any such attempts because we believe they undermine the pedagogical strengths of our faculty. Instead, every professor, adjunct or full-time, will be aware of both the specific skill set and the designated composition modes that he/she will need to teach in his/her unique method as part of his/her ENGL 1020, Composition II course; the course readings, activities, assignments, and exact course schedule will remain at the discretion of each professor.

The mode of essays students will write in the revitalized ENGL 1020 will not substantially differ from those in our current ENGL 1020. This is due, in part, to the complete restructuring and revision of the ENGL 1020 syllabus and course schedule (Appendix C) completed Fall 2013 by the PSCC English department's ENGL 1020 committee as part of our department’s ongoing academic audit efforts. What will be different in our revitalized ENGL 1020 sections in terms of writing is the intentional use of similar or identical language and structure from assignments given in the revitalized ENGL 1010. In addition, holistic grading, infographic feedback, and grading rubrics similar to those in ENGL 1010 will be utilized in our revitalized ENGL 1020.

Much like the inconsistency in foundational writing ability encountered by professors of ENGL 1010, students entering ENGL 1020 do not exhibit the necessary reading skills required to engage with the course texts. This is due, in part, to less emphasis on critical thinking and less exposure to literature earlier in their academic careers. The dearth of close reading ability compounds any writing deficiencies they may also demonstrate. We believe that our revitalized ENGL 1010 will address several of the difficulties a student may encounter in composing successful academic essays. But in addition to evolved writing abilities, ENGL 1020 requires an advanced aptitude in attentive and careful reading of any given text, which many of our students lack. Thus, the first weeks of the revitalized ENGL 1020 course will concentrate on helping students develop detail-oriented proficiency in reading texts through a critical lens.
Our approach to the revitalized ENGL 1020 course differs from the traditional course in several ways:

- PSCC's reconceptualized ENGL 1020 will focus on overall writing process and procedure demonstrated through the students' mastery of an advanced, specialized set of academic analysis and writing skills. This shift in focus will increase the students' abilities to analyze and respond critically to texts across the curriculum. We anticipate that our pilot phase will prove that students who master the designated writing and critical reading skills will have a much higher successful completion rate for the course than those who do not. These students will also likely achieve greater success in meeting the overall course learning outcomes, which will increase our student success rates in ENGL 1020 and will positively impact success in future English and Humanities courses.

- The reimagined ENGL 1020 will outline a core set of essays and writing assignments. Three core essays – summary/response, textual analysis, and research essay - will bring regularity to course instruction and allow the department to clearly define standards of what we expect from every student attempting to advance to further courses. These core assignments also create a more strongly unified composition course discursive strategy. These changes augment each student's consistency of experience throughout the year of freshman composition at PSCC and highlight the requisite reading, writing, and analytical skills he/she will encounter in future courses and assignments.

- Our incorporation of a wider range of critical perspectives in ENGL 1020 encourages accessibility to the texts. Students sometimes express frustration with their perception that critical analysis can only be accomplished by those of us who have earned advanced degrees in literature; they say that they cannot locate or discern the hidden formulas necessary to offer an advanced interpretation about the meaning of a text. While formalism is a useful entry point into literary analysis, it can, at times, reduce a text to mere signs and symbols, something which discourages and confuses many of our students. Ironically, a sustained focus on formalism throughout the course can dissuade our students from further reading. Our revitalized course encourages exposure to other critical schools of thought and allows students to connect their ideas to innovative ideologies and methods of evaluation which may be more familiar or may draw upon their other academic interests.

- In our ENGL 1020, professors will grade assignments more holistically. Recent research suggests that students are often overwhelmed by copious marginalia and end notes. Our more holistic approach will emphasize infographic feedback, visual representations (such as rubrics, charts, a pyramid of writing concerns, or bullet points) of a student's successes and opportunities for improvement. Though one of the main strengths of our department is each professor's distinctive approach to teaching and grading, we will emphasize uniformity of an evaluation process by utilizing a standard departmental rubric for grades.

- A standard rubric for a student's frequent self-evaluation of his/her reading, writing, and analytical skills and its immediate association with his/her engagement in the course will emphasize the internal locus of control our students possess to dramatically affect their successfully completion of ENGL 1020.
Clear, specific expectations outlining what analytical and composition skills a student must master and what tasks he/she must finish in order to successfully complete our revitalized ENGL 1020 will empower each student to accept individual responsibility for his/her successful completion of course. We will stress that our sustained use of active learning strategies to further student engagement also places an onus on the student to choose to be actively engaged and involved in his/her own learning.

The course syllabus and consistently updated course schedule, every assignment and an example of that assignment, and professor-selected course readings outside the textbook will be available via the ENGL 1020 course website on D2L so that our students can access course information via mobile means. Making almost all of our materials available online will increase the mobilization of this course, increasing the ability of each student to independently accept responsibility for successful course completion while also increasing the course's transferability into web or hybrid course formats.

2) Explain the academic problems that the revitalized course addresses:

Inconsistent academic preparation:

One of the challenges professors of ENGL 1020 encounter is not knowing specifically what kind of writing their students have done in ENGL 1010. Yes, we expect that a student who has advanced beyond ENGL 1010 has acquired certain knowledge in terms of the basics of academic writing, and we expect that a student will have met most of the expected learning outcomes. But with such a diverse array of approaches to ENGL 1010 within the department (many aspects of which are a tremendous strength and asset for the PSCC English curriculum), we lack a common origin point in ENGL 1020.

Our revitalization grant for ENGL 1010 addresses these ENGL 1020 issues by creating core essay assignments and establishing a set of required skills to master before one can matriculate; the revitalized structure and schedule is not prescriptive, but it does promote consistency of experience. Thus, an ENGL 1020 instructor can better anticipate the knowledge his/her students possess at the outset of the semester.

In addition, recent declines in observed student knowledge-base have led us to anticipate a wide variance in the level of familiarity a student will have with literature and literary analysis. Discussion of academic and critical evaluation of a literary text requires that a majority of the class begins at a similar level of exposure to various literary genres and authors, which our students as a whole are not exhibiting. A majority of our students are simply not well-read, and this suggests to us that the amount of required reading in local high school curricula has dramatically decreased. Many of our students are familiar with the literary canon only as far as small excerpts which were read to them. This is obviously a far cry from what is expected of them in ENGL 1020 (and from what those of us on this committee experienced in Tennessee high schools 15-20 years ago).

As such, the first unit of our revitalized ENGL 1020 encourages an instructor to train a student to become a critical, analytical reader instead of remaining a skimmer of headlines, bolded keywords, and 140-character tweets and/or texts. Reading at an advanced academic level is not a skill for which a majority of our students have knowledge, experience, or expertise. Setting aside time at the outset
of the semester to discuss enhanced reading skills allows our instructors to clearly demonstrate and communicate the level of academic inquiry expected in order to complete the course successfully.

Lack of student fortitude

Even if a student has had a strong background in writing as an academic subject, many of our students simply do not understand what success in a collegiate environment requires.

Our revitalized course assumes that a lack of student knowledge/understanding about collegiate academic expectations in terms of student participation, assignment completion, the necessity of attendance, standards of classroom behavior and exhibited attitude, and an individual determination to improve often contributes to a student's failure or non-successful completion of the course.

But instructors of ENGL 1020 at PSCC do not generally encounter significant attitude and behavior problems like those witnessed in ENGL 1010. On the other hand, we do frequently have students who lack the determination to finish the course. A student who stops attending class with two or three weeks remaining in the semester or who does not submit the final paper, usually a six or seven page research essay worth a significant portion of the overall course grade, is a regular occurrence in ENGL 1020.

This lack of student persistence is frustrating and confounding for our faculty. The student outlook seems to be that as expectations and the level of inquiry required increase, they can and should exercise an escape route and simply stop attending class or stop completing the work. There are, unfortunately, no sure-fire ways to attend to this concern. Our belief is that by clearly delineating the expectations at the beginning of the semester, outlining the specific skills required to advance, utilizing frequent student self-reflection, consistently encouraging student empowerment, and more narrowly focusing feedback, we will have fewer students who abandon the course in its final days.

Student ownership of his/her measurable progress

Students who have a clear understanding of their individual challenges as analytical thinkers, critical readers, and academic writers have the ability to improve on those or writing errors. Their inability to see their own weaknesses as writers is not due to a lack of communication about what those errors are but may be attributed to the fact that they are overwhelmed by the copious marginalia, line edits, and end notes that some of us employ in our grading/feedback. They cannot decipher which of these comments is the most important or even gauge what they should be working on in order to improve. An overwhelmed student is often a disengaged student.

As a result of being overwhelmed or of having no clear concept of where and how they should begin an effort for self-improvement, our students are not internalizing their feedback and targeting these individual reading, analytical, and writing deficiencies in order to improve their own mastery of these skills.

Our revitalized ENGL 1020 emphasizes more holistic grading strategies which we believe will aid students in building their individual skill sets throughout the semester. In other words, we will hold our students accountable for addressing the three or four significant concerns we note in the first essay before they submit the second essay. The second essay will outline three to four additional writing concerns for each student. Repeating identical errors throughout the semester will have
significantly increasing consequences on each subsequent essay. This approach to feedback and to how we assign grades (the effort to improve and demonstrate student growth) places the responsibility for improvement directly onto the student.

We assert this revitalized approach to our feedback across our pilot sections will enable our students to take more ownership of their writing issues and will enculturate revision and empowerment of self-improvement in our ENGL 1020 course.

In addition, our creation of a required set of skills for successful students to demonstrate allows each student to measure his/her progress throughout the semester. In our comments on each essay, we will enumerate which skills the student has successfully demonstrated and the progress he/she is making toward that targeted, revitalized course outcome. In our doing so, each student will be able to track where he/she is in terms of current skill mastery and be able to focus future efforts on targeting the skills he/she still lacks.

Consistency of experience leading into future courses/Humanities electives

Another major aspect of this revitalization of ENGL 1020 that we considered was the average student's inconsistent experience across sections in this course. The effectiveness of PSCC as an academic environment relies on the insistence on and support for academic freedom for its professors to effectively evaluate their students in each individual, unique classroom. The English department has taken full advantage of this luxury, and we believe that our students are better educated because our faculty members are able to craft their courses in ways which emphasize their own individual strengths and interests as teachers, in addition to their professional awareness of classroom dynamics and individual student needs. We strongly reject the notion that unifying all aspects of a curriculum will increase student success or student retention, or create significant improvement in course outcomes.

With that stipulation aside, in our department evaluation processes, a routine concern we as faculty members express about our ENGL 1020 (Composition II) students is that they do not exhibit the skills and knowledge we expect them to have after successfully completing ENGL 1010. Our revitalized ENGL 1010 directly addresses this concern. But a similar concern is shared by the faculty who teach our upper-division English courses in relation to ENGL 1020.

Therefore, creating a standardized list of required ENGL 1010 and ENGL 1020 reading, writing, and analytical skills a student must master before advancing into other courses provides our upper-division course professors with a baseline of core knowledge from which they can begin. Also, a shared core of writing assignments in ENGL 1020 allows a progressive continuation of skill development from ENGL 1020 through our upper-division literature courses.

Other professors across the curriculum will also benefit from our ENGL 1020 course revisions. Students who demonstrate mastery of these designated critical thinking, reading, analytical, and writing skills will be more prepared for the rigors of academic inquiry appropriate to their chosen area of study.
3) Explain how the revitalized course will enhance student learning and improve student success:

The pedagogical implications for our suggested enhancements to ENGL 1020 are numerous.

Students who do not have previous exposure to literature and literary analysis historically struggle to successfully complete ENGL 1020. The expertise which many of these students lack is the ability to closely read a text and make connections between various aspects of that text as part of a greater assertion about that text's figurative meaning. We have heretofore operated under an assumption that students have encountered plays, poems, and short stories in previous academic endeavors and have, therefore, been taught how to read closely and to respond in a somewhat limited capacity to a variety of genres.

This revitalization effort makes no such assumptions and, instead, sets aside time in the course to teach literary terms and the art of close reading before moving on to higher order thinking activities. Training students to more closely evaluate and consider the layers of meaning within a text in an overall attempt to improve reading proficiency, and teaching students the academic vocabulary intrinsic in literary inquiry will enhance student learning and will likely increase student success in the course.

Ensuring that most of the students in ENGL 1020 are beginning the course on similar footing and with similar knowledge will only increase the sense of community and connectedness these students feel in relation to each other and to the course itself. The feeling of belongingness has been repeatedly shown to increase a student's likely success in a course.

Along with our revitalized ENGL 1010, we are creating a consistency of experience which will move students progressively through an increasingly challenging set of academic endeavors while intentionally utilizing similar verbiage and style of assignment carried forward from a previous course and previous essays. We believe such continued structure enhances a student's familiarity with what is expected of him/her and increases the likelihood that he/she will complete the assignments and the course.

Finally, placing continued emphasis on the student's role in his/her success through the use self-reflection and self-evaluation, and establishing clear guidelines and expectations empowers a student to take responsibility for his/her own destiny.

4) Describe the pilot phase and its project objectives:

Pilot Phase

Rather than approaching the revitalization of ENGL 1010 and ENGL 1020 as two separate courses, we have chosen to utilize one group of six faculty to revitalize the entire first-year, freshman composition experience collaboratively.

We will separate into two groups of three in respect to who oversees the implementation of each revitalized course, but we felt that it made more sense to incorporate consistent, directly connected improvements for both courses and to increase the number of pilot sections for both ENGL 1010 and ENGL 1020. With a larger number of revitalized course pilot sections, our progressive
assessment data set will be expanded, and our statistical results and measurable outcomes will consequently be valid and more significant.

Therefore, we respectfully request a pilot phase of one year rather than one semester, beginning Fall 2014 and concluding in Spring 2015. Because our suppositions for the revitalization of ENGL 1020 require that a student has completed our revitalized version of ENGL 1010, we need two full semesters for that data cohort of students to move through the complete first-year experience of composition at PSCC before we can make valid conclusions about the measurable outcomes of our revitalization efforts.

During our pilot year, all six faculty members on this first-year composition team will teach at least two sections of our revitalized ENGL 1010 in Fall 2014 and at least two sections of the revitalized ENGL 1020 in Spring 2015. All six faculty members will also offer embedded remediation (ENGL 1030) in at least one of their ENGL 1010 courses. But in order to create a demonstrable control situation for this pilot, we maintain that some sections of the revitalized ENGL 1010 should not include the embedded remediation in order to demonstrate differentiation in the success rates and other measurable outcomes for students who did have embedded remediation in addition to the revitalized course versus those who did not.

Our pilot phase will thus offer 12 sections of ENGL 1010 and 12 sections of ENGL 1020, which will result in approximately 300 students participating in each revitalized course.

Project Objectives

Our ENGL 1020 revitalization has several objectives: 1) to directly connect the skills a student should master in ENGL 1010 to the expectations of ENGL 1020, 2) to streamline and synchronize the 1020 curriculum, and 3) to increase student retention and successful course completion through a restructured standardization of student expectations and experiences.

Overall, the pilot phase of ENGL 1020 will include twelve sections that will teach from the same master syllabus, which outlines a structured progression of the study of writing. This revitalization aims to synchronize 1010 sections so that students will be studying rhetorical strategies and designing essays from a chosen style set, rather than from a larger array of writing modes. The redesign focuses on a set of skills that will be assessed and measured throughout the semester as the students work progressively toward fulfilling the Required Mastery of Skills section of the master syllabus.

The objectives of this project are to create consistency among ENGL 1020 sections to ensure that students who are continuing upper-division English courses are prepared for the next level of writing and to prepare those students who are not continuing in English for other college-level critical inquiry and writing assignments.

Our last objective is to return responsibility and ownership for a student’s writing and his/her successful completion of course objectives back to that student. Our revitalized course emphasizes each student’s individual responsibility to demonstrate his/her progress in the course and his/her mastery of its requisite skills. A student must show his/her continued progress via formal academic
essays, in-class writing, reflective self-evaluations, and written acknowledgements of what skills he/she has and/or has not mastered at various points throughout the semester.

5) Outline all of the steps that will be required to complete the project:

For the overall revitalization process, a six-member committee was formed with the task of examination, exploration, and evaluation of the PSCC’s current ENGL 1010 and ENGL 1020 curriculum. The committee identified several specific academic issues that needed to be addressed and discussed a variety of methods to enhance student learning as a means of improving student success.

The committee’s project will include the following tasks:

- Construct a revitalized ENGL 1020 master syllabus in order to enhance focus on learning objectives, outcomes, and weekly tasks (assigned work, topics of instruction, etc.). This master syllabus will maintain the learning outcomes and objectives of the redesigned course and illustrate a focus on logical progression and development of writing techniques. It will also outline the skills each student will be required to acknowledge and master before advancing to future courses.

- Designate a common core of assigned essays.

- Choose textbooks for their applicability to the revitalized course goals and objectives.

- Refine the standard departmental grading rubric.

- Create a standardized rubric which clearly identifies for the student his/her three or four immediate areas of concern that need to be addressed before he/she submits the next essay.

- Craft a standard evaluation tool and rubric for a student's self-evaluation of his/her reading, critical thinking, and writing skills.

- Further refine the instructor materials in the ENGL 1020 Instructor Café on D2L.

- Teach 12 sections of the revitalized version of ENGL 1020 in Spring 2014.

- Collect all relevant assessment data from these sections.

- Examine and evaluate the collected assessment data in order to ascertain any discernible differences in student success, course completion, and measurable student learning outcomes between our revitalized sections of ENGL 1020 and the current ENGL 1020.

- Make recommendations concerning the first-year experience of English Composition to the Dean based on our observations and the data which result from this pilot.
• Share our revitalized ENGL 1020 data, our evaluation of the data, our observations, and our subsequent recommendations with TBR by the end of May 2015.

• Share the data from our revitalized first-year composition experience with the Program Coordinator of Composition and the English department as whole in order to gather their feedback, suggestions, and recommendations for these courses going forward.

• Share the data from the revitalized first-year composition experience at PSCC by evaluating the combined assessment data from ENGL 1010 and ENGL 1020, making observations and connections concerning that assessment data, creating subsequent recommendations, and sending this information to TBR by the end of May 2015.

6) **Explain the formative evaluation methods (reflective process used to measure and improve the quality of student learning during the pilot phase):**

As in our revitalized ENGL 1010, formative evaluations will include a set number of formal essays over the course of the semester to assess student progress in his/her mastery of the course skills. These formal essays will be preceded by numerous workshop opportunities which break down the writing process into more manageable parts, so that instructors and/or peers can provide feedback on the student's writing. Students will be asked to brainstorm in class and to formulate thesis statements, outlines, introductions, and/or rough drafts at regular intervals between formal essay assignments. In addition, informal essays and short writing assignments will keep the students routinely writing in class and help them develop their ideas more clearly and easily.

Each essay a student submits will be evaluated using a set rubric (may be unique to each section/professor) which is designed to reflect specific goals and objectives for each assignment. These rubrics will be discussed with the students and shared with them as a means of maintaining a sense of transparency. Using the rubric to document the evidence of critical thinking, use of literary terms, and evidence of advanced reading proficiency will demonstrate and measure progression of a student's increased mastery of the course skills.

In addition, the feedback for each essay will holistically highlight three or four specific areas of concern taken from the course list of requisite skills outlined on the syllabus. Students will be held accountable for improving on each of these designated areas of concern before the submission of a future essay. As the semester progresses, students will be expected to show marked and noticeable improvement on all writing assignments and to show improved mastery of the set of critical inquiry and writing skills listed on the syllabus.

Attendance will be tracked, and students will be held responsible for reading all assignments, as both course participation and student engagement with the material have been established as predictive indicators of student success. In addition to the utilization of essays and a student's successful demonstration of each skill in his/her mastery set, periodic in-class assessments (CATs) will be used to assess student engagement and retention of knowledge.

Material will also be posted on D2L for the purpose of course mobilization and increased accessibility to the course content.
7) **Explain the summative evaluation methods (reflective process used to measure the effectiveness of course-delivery methods in achieving project objectives):**

The final exam, given at the end of the semester, will be an in-class essay that requires students to use the various skills—forming a thesis statement, creating topic sentences, reading for detail, integrating information from the primary text and secondary sources, and so on—that they have acquired over the course of the semester. This final exam will not vary from class to class, so the scores on it are a valid, valuable measure of student success in all of the ENGL 1020 courses combined. The final exams from our revitalized ENGL 1020 courses will be evaluated in terms of successful completion of the expected student outcomes alongside the traditional ENGL 1020 courses. We assert that our revitalized course structure and course-delivery methods will measurably enhance student success in satisfying course learning outcomes.

Further, PSCC's Quality Enhancement Plan encourages faculty members, including ENGL 1020 instructors, to conduct activities which measure the extent to which students understand concepts and the professor’s effectiveness in communicating those concepts. For instance, after the instructor discusses how a writer should paraphrase, he/she might pass out a sheet of quotations to students and instruct them to paraphrase the quotations. The instructor would then grade the activity and use it to determine the extent to which students do or do not grasp how to paraphrase. In addition, surveys of student perceptions about the course materials, instruction, and evaluative techniques will allow instructors to assess areas of improvement. Through these active learning strategies, engagement activities, and student perception responses, the instructor can thus evaluate the efficacy of his/her teaching methods as needed and make any necessary adjustments.

8) **Identify who has to take the course:**

Students who plan to transfer to a four-year institution via a Tennessee Transfer Pathway and those who wish to obtain an Associate of Arts or Science degree must complete ENGL 1020.

9) **Identify the average annual course enrollment or justify the estimated annual course enrollment if different:**

PSCC's course enrollment for English 1010 in the 2012-2013 academic year was 2,357 students. With a newly-opened, fifth site campus, PSCC is currently accessible to even more students. In turn, we expect that enrollment in English 1020 will continue to increase.

10) **Is this redesign part of a collaborative with another submission? If so, please identify which one and discuss the nature of the collaboration:**

We are working in collaboration with Pellissippi State, English 1010, Composition 1, for this submission.
Rather than approach this effort as two separate grants, a team of six faculty members worked to revitalize both ENGL 1010 and ENGL 1020 at PSCC. Though we are submitting a grant proposal for each course, in reality, all six team members collaborated to evaluate and develop new ideas regarding both courses.

Our goal was to refine and refresh the first-year of composition at PSCC and to create a unified, first-year experience in composition. We attempted to modify these courses in ways that would increase our student retention rate, our student success rate, and our student course completion rate in both ENGL 1010 and ENGL 1020. We assert that because these courses are so closely linked in our revitalization of them, one cannot be revitalized without also revising the other.

If our grant proposals are accepted, we will split into two teams of three to direct the implementation of the necessary modifications in both courses. But all six members of our team will teach the pilot sections for these revitalized courses; we will each teach two sections of the revitalized ENGL 1010 in Fall 2014 (as a team led by Tara E. Lynn) and two sections of the revised ENGL 1020 in Spring 2015 (as a team led by Alex Fitzner). We believe that the collection of 12 sections of assessment data for each course will produce more valid, measurable, and statistically significant assessment results for the course modifications we are proposing.
APPENDIX A

ENGL 1020 - Fall 2012

Grade
Pellissippi State Fall 2012 - Total Enrollment 802
64.5% Success Rate for Course Enrollees

ENGL 1020 - Spring 2013

Grade
Pellissippi State Spring 2013 - Total Enrollment 987
70.3% Success Rate for Course Enrollees
APPENDIX B

PELLEISIPPI STATE COMMUNITY COLLEGE
Revitalized MASTER SYLLABUS

COMPOSITION II
ENGL 1020

Class Hours: 3
Credit Hours: 3
Lab Hours: 0
Revised: Fall 2013

Catalog Course Description:
Analytic writing based on the study of literature; study and practice of research writing.

Entry Level Standards:
Students must be able to plan and write essays by brainstorming, outlining, writing, and revising; students must demonstrate proficiency in standard English grammar, spelling, and mechanics.

Prerequisites:
ENGL 1010

Textbooks:

I. Week/Unit/Topic Basis:
This is a suggested plan of assignments for the semester. Instructors should choose readings, prepare writing assignments, and provide their own schedule and weighting of assignments. All instructors should utilize a core set of writing assignments: summary/response, textual analysis, and argumentative research essay, with one or two additional essays of their choice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Topic Basis</th>
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<tbody>
<tr>
<td>1 &amp; 2</td>
<td>1</td>
<td>Introduction to course; College Success/Grit discussion</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to close reading and formalism</td>
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<tr>
<td></td>
<td></td>
<td>Fiction: Reading, Responding, Writing (Section 1)</td>
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<tr>
<td></td>
<td></td>
<td>Writing About Literature (Chapters 34-36)</td>
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<tr>
<td></td>
<td></td>
<td>Accompanying reading selections chosen by professor</td>
</tr>
</tbody>
</table>
**3&4  2**  Elements of fiction (Chapters 1-7)  
Exploring context  
Accompanying essay samples chosen by professor  
Accompanying reading selections chosen by professor  
**Summary/Response Essay due**

**5& 6  3**  Critical approaches to literature: literary criticism  
Accompanying reading selections chosen by professor  
Accompanying essay samples chosen by professor  
**Textual Analysis Essay due**

**7, 8, 9  4**  Introduction to MLA documentation of literary criticism (*Norton, Ch. 36 and Little Brown Essential, Ch. 40*)  
Poetry: Reading, Responding, Writing  
Elements of poetry (Chapters 13-22)  
Accompanying essay samples chosen by professor  
Accompanying reading selections chosen by professor  
**Professor's Choice Essay due**

**10&11  5**  Drama: Reading, Responding, Writing  
Elements of drama (Chapters 28-29)  
Writing a literary research essay (Chapters 37-39)  
Accompanying essay samples chosen by professor  
Accompanying reading selections chosen by professor  
**Drama Research Essay due**

**Final exam period:** Students write final assessment essay

**II. Course Goals***:

The course will

A. Guide students to employ the techniques and vocabulary of literary analysis in reading, discussing, and writing about short stories, poems, and plays. I.1, I.7, II.1

B. Foster student understanding of the power of literature to express universal and timeless human concerns as well as the culture, values, and conventions of its own time and place. II.1, II.2, II.3, II.4, II.6

C. Develop student ability to write clear, organized, sufficiently developed, and effective literary analyses on topics based on assigned readings. I.1, I.2, I.3, I.4, I.5, I.6, I.7

D. Facilitate students’ mastery of the incorporation and proper documentation of secondary research in their own writing. I.6, I.7

*Roman numerals after Course Goals reference TBR Education Goals
III. **Expected Learning Outcomes***:

Upon successful completion of this course, the student will be able to:

1. Identify, define, and write about basic literary terms, devices, forms, and conventions A, C
2. Understand and write about elements of plot, character, theme, setting, point of view, and tone in literary works. A, B, C
3. Write 4-6 clear, well-organized, and sufficiently developed literary analyses. A, B, C, D
4. Quote/paraphrase effectively from assigned readings when writing analyses. C, D
5. Recognize that poetry often makes use of a defined meter. A, C
6. Identify and write about the use of poetic devices. A, B, C
7. Recognize and write about poetic forms, such as lyrics, sonnets, and dramatic monologues. A, B, C
8. Understand and write about the conventions and elements of drama. A, B, C
9. Compare and contrast two or more literary works by different authors and/or two or more works of differing genres. A, B, C, D
10. Draw parallels between his or her life and conflicts and the lives and conflicts of characters in short stories and plays and/or the situation presented by the speaker in a poem. A, B, C, D
11. Understand and write to an audience for all written assignments. A, C
12. Punctuate titles of short stories, poems, and plays correctly in written work. C
13. Appreciate literature as craft and art. A, B
14. Gain understanding of universal human concerns through reading literature. A, B
15. Make appropriate and effective use of primary and secondary sources to research and support his or her own written analyses. A, C, D

*Letters after performance expectations reference the Course Goals listed above.

IV. **Required Mastery of Skills**:

In order to successfully complete ENGL 1020, a student **must** demonstrate his/her proficiency in the following skills **AND** submit all assigned essays:

1. Develop advanced reading skills through critical thinking and analysis of textual concerns.
2. Create a debatable assertion which offers an interpretation of figurative meaning in a text
3. Compose topic sentences which clearly support the assertion of meaning made in the thesis and connect to previous points.
4. Craft a structured, cohesive, unified, and organized essay
5. Demonstrate knowledge and application of various critical approaches
6. Eliminate plot summary from literary analysis
7. Synthesize and analyze information from primary and secondary sources
8. Demonstrate advanced writing skills through the use of sentence variety
9. Recognize and respond to diversity of exigence
10. Integrate effective academic sources into one’s own analysis
11. Recognize and define common literary terms associated with genre, form, and function in literature.

V. Evaluation:

A. Four or five major writing assignments will constitute a minimum of 70 percent of the final grade and will be weighted at the discretion of the instructor. Assignments will be written in class as appropriate. Other writings, such as responses, essay questions, letters/memos, exercises, and quizzes, as well as peer reviews, homework assignments, and corrections may constitute 30 percent of the final grade. Suggested point weightings are listed below:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Summary/Response</td>
<td>10%</td>
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<tr>
<td>Textual Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Mode of Choice Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Argumentative Research Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Other assignments (including exercises, quizzes, oral presentations, peer reviews, journals, corrections)</td>
<td>30%</td>
</tr>
</tbody>
</table>

B. Instructors will assign grades based on standardized departmental standards.

C. Other Evaluation Methods:

Within the limits outlined above, the instructor is free to set individual performance standards for revisions, folder submission, absenteeism, required paper formatting, etc. Each instructor will adhere to the College attendance policy and the policy on academic dishonesty as described below.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus a student who misses more than 25 percent of class meetings fails the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSCC Catalog.
B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. According to the PSCC Catalog & Handbook, prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work
- Taking an exam for another student
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor
- Any of the above occurring within the Web or distance-learning environment.

C. Correction and Return of Essay Assignments:

Essays will be returned within two to three weeks. Instructors will evaluate each essay as a holistic product and will narrow a student’s focus to his/her particular areas of weakness. It is a student’s responsibility to consider his/her feedback and improve on the issues the instructor has highlighted before submitting the following essay.

Essays, revisions, and corrections will be kept in a folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.

D. Accommodations for Students with Disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately, either after class or in the instructor’s office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. To request accommodations, contact SSWD:

GN 125, 127 or 131, or AL 105 or 694-6751(Voice/TDY), 539-7153, 539-7091, 539-7249.

E. Pandemic Policy

If the college is closed for an extended period of time due to pandemic, class will continue via communication by e-mail, with materials and assignments posted on our course home page. If I need to contact you, I will send an e-mail and call you at the phone number you give me at the beginning of the semester.
F. Financial Aid:

Maintaining continuous attendance in your classes is very important. If you are considering dropping or withdrawing from a course, please check with the Financial Aid Office before doing so. Dropping or withdrawing from a class can adversely affect your financial aid and/or lottery eligibility.
APPENDIX C

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<td>Introduction to literature and to analysis of literature</td>
</tr>
<tr>
<td></td>
<td>Reading and analysis of short stories</td>
</tr>
<tr>
<td>3</td>
<td>Writing about short stories</td>
</tr>
<tr>
<td></td>
<td>Introduction to research</td>
</tr>
<tr>
<td></td>
<td>Essay 1</td>
</tr>
<tr>
<td>4&amp;5</td>
<td>Reading and writing about short stories, cont.</td>
</tr>
<tr>
<td></td>
<td>Continued work on research skills and the techniques of literary criticism</td>
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B. Foster student understanding of the power of literature to express universal and timeless human concerns as well as the culture, values, and conventions of its own time and place. II.1, II.2, II.3, II.4, II.6

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*Letters after performance expectations reference the Course Goals listed above.

V. Evaluation:

A. Testing Procedures:

70-80% of the final grade will be based on essays. Remaining percentage will be based on exams, quizzes, and other assignments as determined by instructor.

B. Field Work:

When feasible students will view a live performance of a play and tour a theatre.

C. Other Evaluation Methods:

Students will be expected to participate in class discussions of the assigned readings and will keep all written work in a folder which will be submitted at the end of the semester.

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- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source

- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work

- Taking an exam for another student

- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor

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Essays will be marked with symbols from the Little, Brown Essential Handbook and with instructor comments. Students are required to make all corrections according to instructor's directions before the grade on an essay is final. Essays, revisions, and corrections will be kept in a folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.

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