

Departmental Reporting Form: Assessment of "Revision."

Department	English
Meeting Dates	Retreat: 9/25; Voting on Assessment Competency, October 4; Blackboard posting of SLOs and assignments, February 16. Blackboard posting of assessment rubric, results, and improvement plan, March 5; Faculty Meeting to share and evaluate results of course-embedded competency assessment, March 7
Number of Faculty/Staff in Attendance	March 7 meeting: faculty/staff. Blackboard participants 29
Number of Faculty/Staff sharing assessment results	Blackboard posting of competency assessment: 29 Competency evaluation: 24
Core Competency or Course SLOs Measured	Revision, a “new or second sight,” refers to the active reconsideration or rewriting of an image, text or idea from a changed or more informed position. Revision may occur in reading, viewing, thinking or composing and may be demonstrated by speech, action or writing. Revision connotes a shift in perspective and/or an increased depth of understanding.
Assessment Tools	e.g.s 101 paper revision and revision memo; Writing workshop revision and revision exam questions (The full text of these tools are appended to this document)
Assessment Results (Summarize the overall results of your department)	<p>Assessment Results</p> <ul style="list-style-type: none"> ▪ We determined that revision is taught across the curriculum in English. ▪ We determined that our teaching of revision fulfills University Mission and the goals of the GUR program. ▪ We determined that our teaching of revision teaches the higher order thinking skills required of academic work and citizenship. ▪ We determined that English students have many opportunities to develop, practice, and assess their ability to revise. ▪ We determined that English faculty teach skills and content students need to learn, practice and demonstrate revision. ▪ We determined that our teaching of revision provides academic rigor and encourages risk-taking among students. ▪ We determined that our teaching of revision helps link course work to real world concerns and events. ▪ We determined that our teaching of revision fosters the transfer of knowledge and skill across genre and tasks. ▪ We determined that our teaching of revision fosters metacognitive reflection upon reading and writing processes. ▪ We determined that students report that they don't always know what "professors want" when we assign revision. ▪ We determined that the work and process of assessing the treatment of revision in our courses, and of posting, reviewing and discussing the results of that assessment, had expanded our collective understanding of the concept itself.

<p>What student needs and issues were revealed as a result of your assessments?</p>	<p>Needs and Issues.</p> <ul style="list-style-type: none"> ▪ We determined that the definition of revision as a "second sight" is inadequate because that description does not capture continual nature of revision. Continuing this line of thought, one group reported, "Revision is an on-going process in which we constantly re-see our ever shifting perspective." ▪ We determined that attention to this expanded understanding of revision would lend itself to better teaching of revision in our classes. ▪ We determined that greater attention to revision could strengthen our curriculum as well as our teaching. For example, faculty discussed the ways in which students don't always "see" the connections between their courses, the synergy that develops in studying different subjects and time periods with different professors. If we could encourage students to see learning itself as a process of constant revisions, they would be more likely to revise and expand their understanding of their education as they progress through it. ▪ We determined that a greater use of models could strengthen our teaching. Increased use of models of revision was discussed by each of the four break-out groups. ▪ We determined that by giving more attention to the teaching of revision, and by explaining our expectations for revision more explicitly, student learning outcomes pertaining to revision would be improved.
<p>Next Step in the Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them improve student learning)</p>	<ul style="list-style-type: none"> ✓ State goals or objectives of assignment more explicitly ✓ Revise content of assignment/Activities <ul style="list-style-type: none"> ○ Revise the amount of writing/oral/visual/clinical or similar work ✓ Revise activities leading up to and/or supporting assignment/activities ✓ Increase in-class discussions and activities ✓ Increase student collaboration and/or peer review ✓ Provide more frequent or more comprehensive feedback on student progress. ✓ Increase guidance for students as they work on assignments ✓ Use methods of questioning that encourage the competency you measured. ✓ State criteria for grading more explicitly. <ul style="list-style-type: none"> ○ As an instructor, increase your interaction with students outside of class. ○ Ask a colleague to critique assignments/activities. ○ Collect more data. ○ Nothing; assessment indicates no improvement necessary. ✓ Other (Please describe). Provide more models.
<p>Next Step in the Department to Improve Student Learning</p> <p>(Check all that the department felt would help them</p>	<ul style="list-style-type: none"> ✓ Offer/encourage attendance at seminars, workshops or discussion groups about teaching revision. <ul style="list-style-type: none"> ○ Consult teaching and learning experts about teaching methods. ✓ Encourage faculty to share activities that foster competency. <ul style="list-style-type: none"> ○ Write collaborative grants to fund departmental projects to improve teaching. ○ Purchase articles/books on teaching about competency. ○ Visit classrooms to provide feedback (mentoring).

<p>improve student learning)</p>	<ul style="list-style-type: none"> ○ Create bibliography of resource material. ○ Have binder available for rubrics and results. ○ Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through course. ○ Nothing; assessments indicate no improvements necessary. ✓ Other (Please describe) Recognize students often do not share faculty's notion of revision; provide more explicit explanations of revision; provide explicit models of what we want students to do and accomplish via revision.
<p>Priorities to Improve Student Learning</p> <p>(List the top 3-6 things faculty/staff felt would most improve student learning)</p>	<ol style="list-style-type: none"> 1. Provide explicit models of what we want students to do and accomplish. 2. Clarify instructions and assignment requirements. 3. Provide more opportunity for faculty to discuss/share assignments. 4. Continue course-embedded assessment and expand it to include more competencies.
<p>Implementation</p> <p>(List the departmental plans to implement these priorities)</p>	<ol style="list-style-type: none"> 1. Continue course-embedded assessment in following semesters and expand competencies to include “revision.” 2. Schedule second “SLO Assessment Sharing” meeting. 3. Provide models of assessment standards, student work, and clear instructions on English Faculty Resources Blackboard.
<p>Timeline for Implementation</p>	

Examples of major tools and assignments used to measure the competency.

English 101 Winter Quarter

English 101 aims to broaden students concepts of “revision.” We know that students often enter English 101 with a limited concept of what it means to revise a paper. We hope that by the time they leave, they have begun to understand that revision is conceptual as well as technical, that writing is a way of thinking through their ideas, and their last draft often bears little resemblance to their first draft. For the purpose of this assessment, we have divided “revision” into three broad categories: 1) Revision of thinking/understanding about the subject matter; 2) revision of information/structure in the paper; and 3) revision of craft (languages and sentences). Because we spend a lot of time trying to “deepen and complicate” students thinking about the subjects they write about, we are interested in how many students actually move into the first category of revision (thinking/understanding about the subject matter they are writing about).

All English 101 students will self-assess the kinds of revision they have employed on their second draft of their second critical essay of the quarter by completing the following table. When they turn in their final portfolio (containing further revision of this paper), we will ask them to complete the table a second time. In this way, we might be able to glimpse where the most significant kinds of revision are likely to occur (if they occur at all) in the drafting process with first year students (For example, do we see more significant revision when a final grade is looming?)

(NOTE: When students turn in their second draft, they also include a reflective commentary that will explain or elaborate in more detail on what they marked in their table. This information will be helpful for instructors but we won't include it here.)

REVISION TABLE

In drafting my second essay, I engaged in the following kinds of revision practices:

Revision of thinking/understanding	A significant amount	A little bit	Not at all
I changed my overall focus			
I revised my understanding of the topic I'm writing about			
I revised my understanding of the ideas in the readings			
I revised my reasoning/arguments for my claims			
I want to continue revising my “thinking/understanding” of my topic			
Revision of information and structure	A significant amount	A little bit	Not at all
I expanded existing information/evidence			

I added new chunks* of information/evidence			
I deleted chunks* of information/evidence			
I re-arranged or re-ordered chunks* of evidence/information			
I want to continue revising the "information/structure" in my essay			
Revision of craft	A significant amount	A little bit	Not at all
I edited language and sentences for clarity and precision			
I proof-read and corrected spelling and punctuation			
I want to continue revising the "craft" of my paper			

* A "chunk" of information would consist of two or more consecutive sentences (Simply adding, deleting or moving a word, phrase, or single sentence would fall under the "editing"

REVISION English 443

Learning Objectives:

1. To substantially revise two pieces of writing based on feedback from peers and the instructor
2. To recognize the value of revision in the larger writing process.

(An application of these objectives emerges later in the quarter when students build revision into the construction of lesson and unit plans later in the quarter)

The instruction and assessment of revision in my ENG 443 course comes in four parts: 1) we discuss as a class the writing process, and as part of this larger discussion, we explore a variety of revision strategies that writers might employ; 2) the students take part in a writing workshop during which they must revise two pieces of writing; 3) the students respond to monitoring questions, including: What role should revision play in the writing process and list two suggestions you might give to young writers struggling with revision? 4) and the students answer a final exam question at the end of the quarter that asks them to explain the writing process and its pedagogical implications (within which a discussion of revision should take place). I offer descriptions of step two and three in this document.

Writing Workshop Portfolio and Assessment

During the class days that we spend on creative writing workshop, you will have the opportunity to write two short pieces in the form and topic of your choice.

The experience of writing these pieces is meant to give you a sense of how a writing workshop classroom might operate and to give you an opportunity to write in a genre that you hope to teach. You should choose forms and content that will be suitable for these three pieces to serve as models of good writing in your own classroom.

During workshop time, you should generally follow these procedures:\

1. Choose a genre and decide upon a topic.
2. With the help of at least two of your peers, generate criteria of excellence for that genre/form.
3. Use whatever prewriting strategies (brainstorming, discussion, free-writing, etc.) are useful in order to generate ideas and material for the piece.
4. Write a rough draft.
5. Share that draft with at least two other writers in the class.
6. Consider their feedback and reconsider the criteria.

7. Reread the piece yourself.
8. Revise the draft.
9. Repeat steps 5-9 as needed
10. Complete a self-reflection form for the piece by answering the following questions
 - a) How much time did you spend on this piece?
 - b) Describe the process you went through in creating this piece.
 - c) What are its strengths?
 - d) What parts, if any, still leave you unsatisfied?
 - e) What were the major comments of your readers and how did you address them in revision?
 - f) What do you want me to look for when I read this piece? What questions do you have for me?
 - g) What grade would you put on this piece and why?
11. Share all drafts and the self-assessment with the instructor
12. Revise once more
13. Prepare a final copy for your portfolio
14. Move on to the next piece

I will collect all drafts, peer comments, and self assessments and briefly assess your strengths in the various genres.

For this part of the assignment, I look for evidence of actual revision between early drafts and the last, with particular attention to how my student-writers responded to their own evaluation of the piece, their peer readers' concerns, and mine. I am as interested in the metacognitive negotiation between writer and readers – that implied argument about the qualities of good writing – as I am in any particular end result in the draft. Nevertheless, in order to receive credit for the assignment, the students must give evidence of revision and/or explanations for its absence in relation to the comments and concerns of readers.

The next step in assessment of revision is one based on knowledge rather than skills or process. Since this is an English teaching methods course, my students need to understand what revision is from the perspective of writing pedagogy. For this reason, I ask them, among other questions, to respond to the following:

What role should revision play in the writing process and list two suggestions you might give to young writers struggling with revision?

An excellent response to this question would contain the following points (though not necessarily in this order):

Revision is a part of a recursive writing process and may occur repeatedly during that process.

- ***Self evaluation and peer evaluation are crucial to revision.***
- ***Revision is often seen on two levels – global revision (having to do with the overall shape, form, and sequence of a piece) and local revision (having to do with word choice, sentence fluency, and tone).***
- ***Revision is separate from proof-reading/editing.***

Examples of suggestions might include such things as cutting and pasting, the use of lines and arrows, and mapping or listing topic sentences for global revision and for local revision they might suggest such things as using active rather than passive voice, using distinct nouns and verbs, varying sentence length, matching tone to audience, etc..