JOHNSTON COMMUNITY COLLEGE
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QEP RESOURCE TEAM

2nd Year Report

Results, Lessons Learned, Outlook Moving Forward

2013-2014

On the Write Path **yearly reports** are designed to provide data and insight to facilitate improvement and strengthening of the Johnston Community College (JCC) Quality Enhancement plan by:

1. Reflecting and acting upon qualitative, and quantitative data associated with JCC writing improvement initiatives.
2. Documenting and transforming lessons learned into best practices and policy that become systemic within the Institution.
3. Providing strategic areas of emphasis on which to concentrate efforts for continuous, long term improvement of writing proficiency at JCC.

For the *On the Write Path 2nd Year Report*, the following areas were targeted for data collection and provide formative and summative assessment data:

- English 111/English 090 Pre and Post Diagnostic Testing
- English 090 Cornerstone Assignment Results Data
- English 111 Touchstone Assignment Results Data
- English 111 and WIC Course Portfolio Method of Writing Instruction Results Data
- Writing Studio Usage Data
- Academic Skills Center/Tutoring Services Usage Data
- Smarthinking Usage Data
- Writing Resource Web Data
- Faculty Development-Related Data
- Writing Event Data
- Student Data
- Awareness / Promotional Campaign Data

Each area provides a set of data compiled for analysis and interpretation. Such data provides evidence-based input instrumental to helping make informed decisions regarding writing resources, pedagogy, student progression, and continuous improvement.

Yearly reports also document the rationale for changes to original plans based on lessons learned in a given time period. Yearly reports are also designed to document the impact *On the Write Path* has on student learning and enriched classroom experiences.

Finally, yearly reports serve as a communication vehicle to concisely convey Quality Enhancement Plan participation and progress campus-wide.

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OVERALL IMPLEMENTATION STATUS - PLAN VS. ACTUAL

STRUCTURAL ENHANCEMENTS

Structural personnel enhancements implemented year one remained fully operational during year two. The transfer of the QEP Analyst to another position within the institution and the retirement of the QEP Project Administrator at the end of the academic year led to a slightly redesigned organizational structure for year three. A new position, QEP Project Administrator, has been created and filled. This position both oversees the implementation of the QEP and assesses the QEP.

CURRICULUM ENHANCEMENTS

Twenty-one actions related to either training, implementing, assessing, or operationalizing curriculum enhancements were scheduled to be completed during year two. Nineteen actions were completed according to plan. Two variations from the documented implementation plan are noted below:

- HIS 111 was not implemented as a writing intensive course (WIC) during year two. Transition issues with a new instructor and a project management miscommunication were the primary reasons for incompletion. Commitments were obtained from all stakeholders to schedule a pilot WIC for HIS 112 Fall 2014.
- COM 231 was piloted as a WIC Spring 2014 although it was not included in the original implementation plan.

RESOURCE ENHANCEMENTS

Fourteen actions related to either implementing, assessing, or operationalizing resource enhancements were scheduled to be completed during year two. One variation from the documented implementation plan encompassed operationalizing a Student Writing LibGuides page that encompasses electronic access to a wide array of writing-related guides, references, video tutorials, etc. Student Writing LibGuides pages were implemented in lieu of originally planned QEP-related webcast workshops for distance learning students for logistical reasons and efficiency.

Aside from the exceptions noted above, all other actions planned for year two were implemented according to plan.

Budget

Budget dollars allocated for the 2013-2014 academic year met all project needs with a slight positive variation.
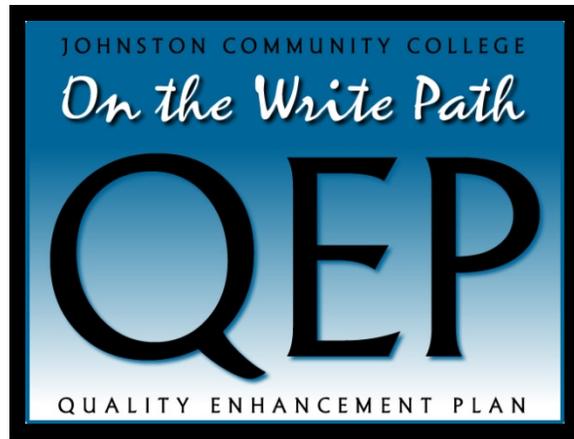
Key indications that 2013-2014 efforts remain On the Write Path:

- Successful work done expanding writing initiatives beyond English courses, i.e., Philosophy, Communication, Nursing (pre-planning and development work underway in the areas of history, business communication, early childhood education).
- Key performance measures regarding writing proficiency trended in a positive direction.
- Hard work, broad engagement, and team spirit made a significant difference in completing key initiatives.
- Definitive progress throughout year two positioned JCC well toward achieving interim and year five goals for the project.
- Budget dollars allocated for the 2013-2014 academic year met all project needs with a slight positive variation.

The following sections highlight both quantitative and qualitative outcomes associated with *On the Write Path* assessments. Assessment instruments were designed to capture data related to writing proficiency, event/training participation, and attitudes toward writing at Johnston Community College.

Student Learning Outcomes 1 and 2

SLO 1: Students will produce texts that demonstrate an awareness of situation, audience, and tone.
SLO 2: Students will produce texts that are unified, coherent, and fully developed.

The JCC Writing Assessment and JCC Portfolio Assessments are used to assess Student Learning Outcomes (SLO) 1 and 2. MyWritingLab and MyCompLab assessments are used to assess SLO 2.

Summary

The three assessments of student learning outcomes 1 and 2 suggest that students are demonstrating improvement regarding their production of texts that demonstrate an awareness of situation, audience, and tone. Likewise, they are demonstrating improvement with respect to development and coherence. The area of greatest need continues to be grammar.

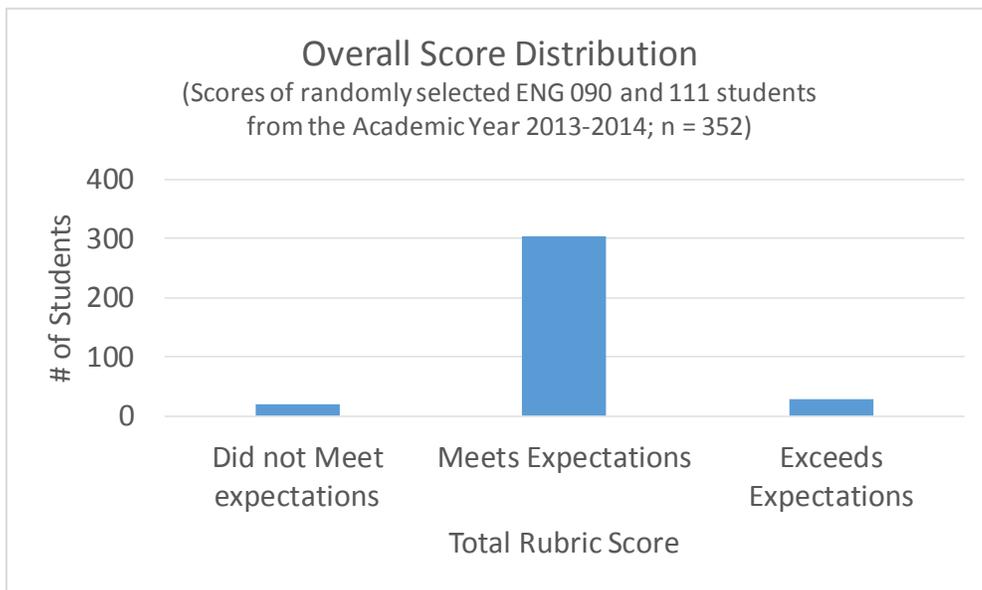## ENG 090 Cornerstone and ENG111 Touchstone Writing Assessments

QEP Goal	Goal Met? 2012-13	Goal Met? 2013-14
By Year 5, at least 80% of JCC students enrolled in ENG 090, 111 or WIC will receive a composite score of at least meets or exceeds expectations on the JCC Writing Rubric	No, 72.4%	Yes, 94.3%

In alignment with what was proposed in the QEP document, students were assigned descriptive (ENG 090) and narrative (ENG 111) essays to demonstrate mastery of student learning outcomes. Based on instructor feedback from the first year, the touchstone and cornerstone prompts were revised to include more specificity (Appendices A and B).

In the Fall 2013 semester, 42 Cornerstone (ENG 090) papers and 142 Touchstone (ENG 111) papers were assessed. In the Spring 2014 semester, 51 Cornerstone papers (ENG 090) and 117 Touchstone (ENG 111) papers were assessed. These numbers represent 30% of the students who were enrolled in ENG 090 and ENG 111. In Fall 2013, one instructor's section was not represented; in Spring 2014, two instructors' sections are not represented. These instructors either did not assign the correct prompt or did not submit essays for assessment. In each of the three cases, the instructors were adjuncts. The QEP resource team needs to work diligently to ensure that all instructors are kept abreast of QEP procedures.
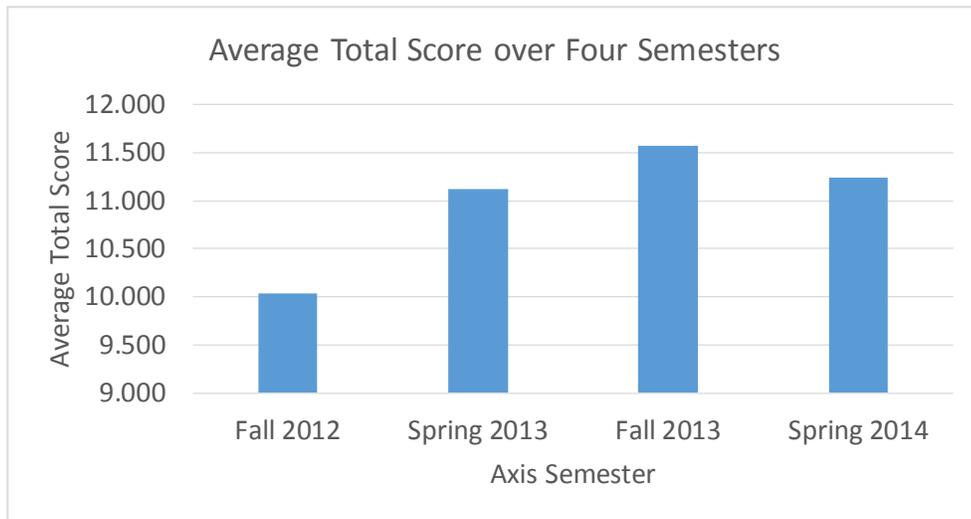
Cornerstone and Touchstone Scores by Course and Semester

Course	Semester	Did not Meet expectations	Meets Expectations	Exceeds Expectations
ENG-090		10	82	1
	Fall 2013	2	40	
	Spring 2014	8	42	1
ENG-111		10	222	27
	Fall 2013	5	119	18
	Spring 2014	5	103	9
Total		**20**	**304**	**28**

Overall Score Distribution
(Scores of randomly selected ENG 090 and 111 students from the Academic Year 2013-2014; n = 352)

The chart and table above show the overall results of the Cornerstone/Touchstone data, with 94.3% of the sample meeting or exceeding writing expectations and 5.68% not meeting writing expectations. This is a significant increase from the previous year where 72.4% met or exceeded expectations.

The improvement is likely caused by multiple factors. First, the students in the 2nd year of the QEP had more time to experience the enhancements offered by the QEP. Second, there was a concerted effort to offer professional development for adjunct faculty, improving the consistency of the intervention. Finally, the prompt for the essays were revised for consistency (Appendices A and B).

Average Total Score over Four Semesters

Axis Semester	Average Total Score
Fall 2012	~10.03
Spring 2013	~11.13
Fall 2013	~11.57
Spring 2014	~11.25

While there is a slight dip in the Spring 2014 (see figure above), the average general score has improved overall from the previous year. Students scored highest on the area of emphasis "Controlling Idea," but overall met expectations in all areas.

ENG 111 and WIC Portfolio Assessments

QEP Goals	Goal met? 2012-13*	Goal met? 2013-14
By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #1 of the JCC Portfolio Assessment Rubric.	No, 66%	Yes, 92%
By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #2 of the JCC Portfolio Assessment Rubric.	No, 71%	Yes, 93%
*This data represents Spring 2013 only		

One hundred and six randomly selected portfolios from students in ENG 111 and Writing-Intensive courses (PHI 240 and COM 231) were assessed by six full-time English faculty at JCC. Three sections were omitted from the analysis because the instructors either did not submit the documents or had students use incorrect prompts. Portfolios were implemented in the classroom and included low- and high-stakes writing assignments, at least one essay with multiple drafts, and a self-reflective essay.

The assessment process in the 2012-2013 academic year uncovered some limitations of the rubric and writing prompt which were addressed in the second year of the QEP. For the 2013-2014 year, the

prompt was revised (see Appendix C) for clarity and to encourage students in WICs to reflect on their growth as writers.

The portfolio assessment showed clear improvement in the 2013-2014 year for SLO 1 and 2.

Portfolio Assessment Results
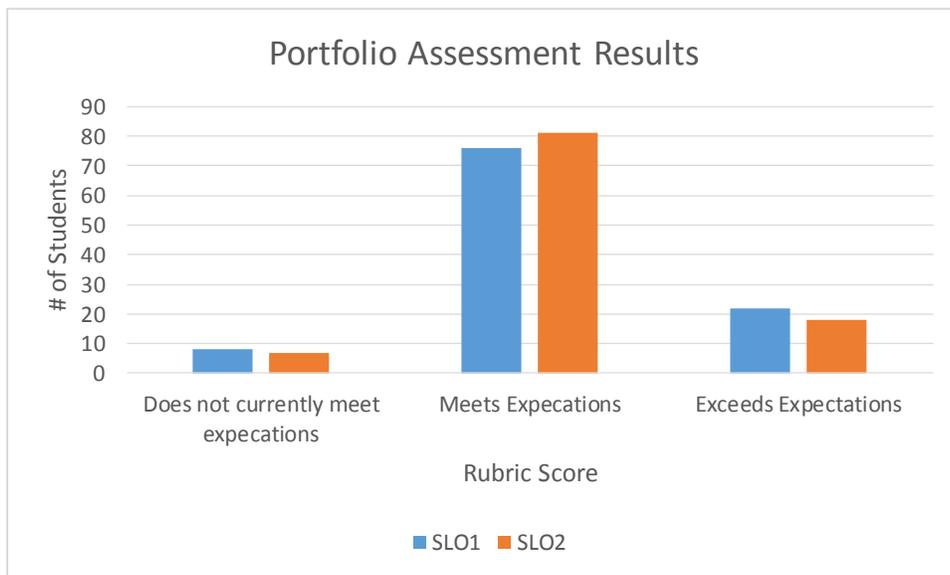
MyCompLabs and MyWritingLabs Assessment

| QEP Goal	Goal Met? 2012-13	Goal Met? 2013-14
By Year 5, at least 80% of JCC students enrolled in ENG 090 or 111 will show at least a proficient score (≥80%) in grammar/mechanics scores on a pre-test and/or post-test.	No, 37%*	No, 32%
*Scores only reflect students in ENG 090 and ENG 111 who signed up for myLabs software		

A key measure for On the Write Path is pre and post diagnostic testing in Composition Strategies (ENG 090) and Expository Writing (ENG 111).

Pre and post tests were preloaded in the MyLabs software with specific dates attached to the administration to ensure consistent, comparable testing. Additionally, there was face-to-face training, collaboration and communication with the Pearson team and with the ENG 111 full time and adjunct faculty. For the fall 2013 semester, these interventions resulted in a significant increase in response rate from the 2012-2013 academic year. In spring of 2014, the response rate dipped from a high of 98.6% in Fall 2013 to 90.4%.

MyLabs Response Rates

	Fall 2013				Spring 2014		
	ENG 090	**ENG 111**	**Total**		**ENG 090**	**ENG111**	**Total**
Enrolled	218	512	730		152	421	573
Responded	213	507	720		131	387	518
Response Rate	**97.7%**	**99.0%**	**98.6%**		**86.2%**	**91.9%**	**90.4%**

For the 2013-2014 academic year, 32% of students enrolled in ENG 090 and ENG 111 who took at least one test scored 80% or above on the pre or post diagnostic grammar/mechanics test.
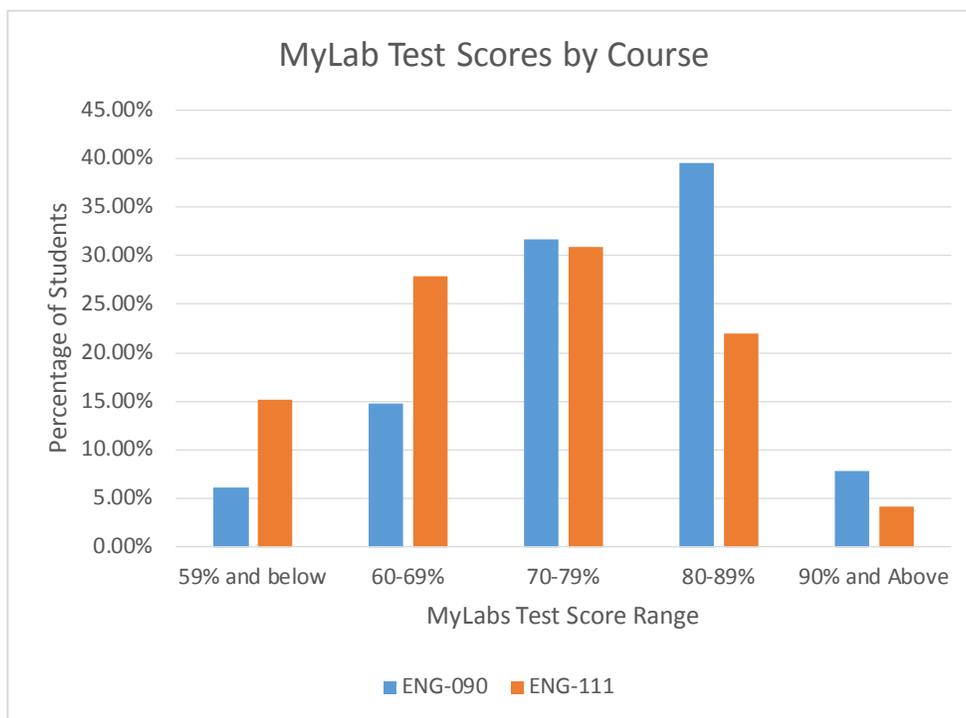
When data are disaggregated, ENG 090 and 111 results show that 52.6% (181 students) and 73.9% (664 students), respectively, of the students enrolled in 2013-2014 did not meet the QEP goal of scoring at least an 80% on the pre or post grammar testing.

Further exploration shows that the impact of MyLabs is very different in ENG 090 and ENG 111. In English 090, students make great gains (see table below), but because, even with double digit improvement, they may not meet the 80% threshold.

In ENG 111, there is even a decrease in scores. The implementation of MyLabs has changed multiple times in ENG 111 over the first two years as faculty attempt to make the program successful for

students. In the first year, faculty implemented the online grammar program in various ways. In the second year, ENG 111 faculty were required that students complete no less than 10 sections of MyLabs. This practice was confusing to students and instructors. At the end of the second year, the faculty agreed to require the same four modules of all students and offer them on a similar structure.

Score Improvement by Semester and Course

	Fall 2013			Spring 2014	
	ENG 090	**ENG 111**		**ENG 090**	**ENG111**
Average Pre-Test Score	60.7	67.8		59.9	66.1
Average change in score [Post-test – Pre-test]	+19.2	-1.2		+11.0	-10.1

Additionally, data continue to show that more students take the pre-test than the post-test in both ENG 090 and ENG 111. Due to this circumstance, data that captures improvement over the course of the semester is limited, as a fraction of the population is not being measured.

Student Learning Outcome 3

SLO 3: Students will utilize supplemental resources beyond the classroom to enhance their writing.

SLO 3 is measured through the following means: usage data of tutoring services, website visits, graduate survey results and the portfolio assessment rubric.

Summary
The assessments used to measure SLO 3 show a general trend towards JCC students using more supplemental resources. In general, even students who do not use supplemental resources are at least aware of them. Students also have a favorable opinion of the resources. The one indicator that declined (Website statistics) is the least accurate assessment and the least personalized resource.

Writing Studio/Academic Skills Center/Tutoring Services Usage

QEP Goal	Goal Met? 2012-2013	Goal Met? 2013-2014
The ratio of unduplicated students using Writing Studio and Academic Skills Center Tutoring Services to the total unduplicated headcount will increase by 5% each year of the QEP	n/a*, Approximately 2%	Yes, 5.6%
90% of student respondents are satisfied or very satisfied with training	Yes, 98.7%	Yes, 100%

*Year 1 was used to collect baseline data only

In 2013-2014, the Writing Studio added personnel and increased hours open to students. In 2012-2013, one part-time coordinator staffed the Writing Studio on Mondays, Wednesdays, and Thursdays.   In 2013-2014, the Writing Studio was open on Mondays, Tuesdays, Wednesdays, and Thursdays, and one additional part-time Writing Specialist with extensive experience in teaching and tutoring was added. In addition, Student Mentors were provided in the Writing Studio to assist other students.

In January, 2014, a restructuring in Academic Enrichment Services resulted in the functions of the Tutoring Center being assumed by the Academic Skills Center and the newly created Tutoring Services, under the leadership of the Director of Academic Enrichment Services. The restructuring provides students with more flexibility and more options in getting academic support. Students may schedule tutoring appointments, as before, with Tutoring Services, and they can also drop in for unscheduled academic assistance in the Academic Skills Center.

As the Writing Studio grows, data collection is becoming more consistent. In 2012-2013 and 2013-2014, Qualtrics surveys completed by students were used. In preparation for generating FTE in 2014-2015, sign-in sheets with date, time, and purpose of visit were used in the spring of 2014. In 2014-2015, Writing Studio records will be maintained on TutorTrac, the same tracking software used in the Academic Skills Center. This will allow JCC to match users who attend Academic Skills Center, Tutoring Services, and Writing Studio sessions.

The number of students attending sessions in both locations increased from approximately 100 in the 2012-2013 academic year to approximately 300 in the 2013-2014 academic year.

	Writing Studio	Academic Skills Center (writing sessions)	Total
Visits	344	894	1238
Hours	345	1,029.25	1,374.25
Unduplicated Students	111	193	304
		JCC Enrollment	5,469

<u>Student Comments on The Writing Studio</u>

These sample quotes were pulled from student survey data:

What did you find most helpful about your visit to the Writing Studio?

Having someone in the room to help answer any questions in a nonscheduled and rushed environment like a class

Expertise of staff

The environment where I have the freedom to concentrate on the assignment

The instructor and how he was able to bring my ideas out to the open and help me come up with my topic.

Went away knowing my action plan for my essay

I was able to get clear feedback on the structure of my paper

It helped me with organizing my thoughts

What areas can the Writing Studio improve to better meet your needs?

It would be great for all students to schedule an orientation for the Writing Studio. This will give students an idea and understanding of the help available to them.

Have more than one instructor

I feel that if you had a scanner and other equipment, it would be even more beneficial to help students with assignments and other projects. I know that times are tight; thanks for all that you are presently doing.

<u>Smarthinking Usage</u>

QEP Goal	Goal Met? 2012-2013	Goal Met? 2013-2014
The ratio of unduplicated students utilizing Smarthinking for writing to the total unduplicated headcount will increase by 5% each year of the QEP	n/a*, 3.7%,	Yes, 6.55%

*Year 1 was used to collect baseline data only

Smarthinking is an online tutoring service available to all JCC students. For the 2013-2014 academic year, 358 unique students used Smarthinking for writing purposes; this accounts for 6.55% of the headcount for the academic year. This represents at 77% increase from the previous academic year.

Data from 2013-2014 showed that students, even when enrolled in English courses that had access to the MyLabs software, tended to use Smarthinking through BlackBoard instead. The MyLabs software

allows students three free submissions, whereas submitting through Smarthinking is a cost to the College.

	Smarthinking through Pearson's MyLabs Software	Smarthinking through the Academic Skills Center ($)	Total
Fall 2012	33 unique students	129 unique students	162 unique students
Spring 2013	30 unique students	109 unique students	139 unique students
2012-2013 Total	63 unique students	238 unique students	301 unique students
Fall 2013	26 unique students	150 unique students	176 unique students
Spring 2014	11 unique students	171 unique students	182 unique students
2013-2014 Total	37 unique students	321 unique students	358 unique students

Writing Resources on the Web

QEP Goal	Goal Met? 2012-2013	Goal Met? 2013-2014
The number of hits on writing resource pages will increase by 5% each year of the QEP	n/a*, 1,532 hits	No, 1,458 hits

*Year 1 was used to collect baseline data only

The number of hits to the Writing Resources LibGuide decreased during the 2013-2014 academic year. It is unclear how drastic of a change this is, however. One of the major limitations of this data is that it does not account for unique versus returning users. The software associated with these reports only gives overall number of hits. It is, therefore, unclear how many students JCC is reaching and how many returning visitors.

As part of the reinvigoration of the QEP, efforts to advertise the writing resources should be increased.

Hits on the Writing LibGuide Pages as of June 11, 2014

Page Name	Views
Library Catalog	628
NC LIVE and More e-Resources	197
Electronic Resources	179
Plagiarism, Scholarly And Popular Sources	117
MLA, APA Citation Help	111
Other Resources at JCC	75
Writing Resources	40
Forms and Genres	37
Literary Terms	29

Grammar	20
Figures of Speech	12
Academic Integrity	9
New Materials	4
	1458

Graduating Student Surveys

| QEP Goals	Goal met? 2012-13	Goal Met? 2013-14
By year 5, 80% of JCC graduate respondents indicate that they sometimes or often utilized supplemental writing resources when completing writing assignments.	No, 12%	No, 52%

The graduating student survey is sent to eligible students approximately 3 weeks before their graduation. This results above include the 219 students who completed QEP-related questions on either the Fall 2013 or Spring 2014 Graduating Student Surveys.

While the results indicate that JCC has not yet met its goal, there is a large increase in the number of students who do utilize supplemental writing resources at JCC.

ENG111 and WIC Portfolio Assessments

QEP Goals	Goal met? 2012-13**	Goal met? 2013-14
By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #3 of the JCC Portfolio Assessment Rubric.	No, 44%	No, 77%
**This data represents Spring 2013 only		

Please see page V for portfolio methodology. While the percentage of students who demonstrated use of supplemental resources in their portfolios does not yet meet JCC's goal, there is a tremendous increase from the previous year.

Portfolio Assessment Results
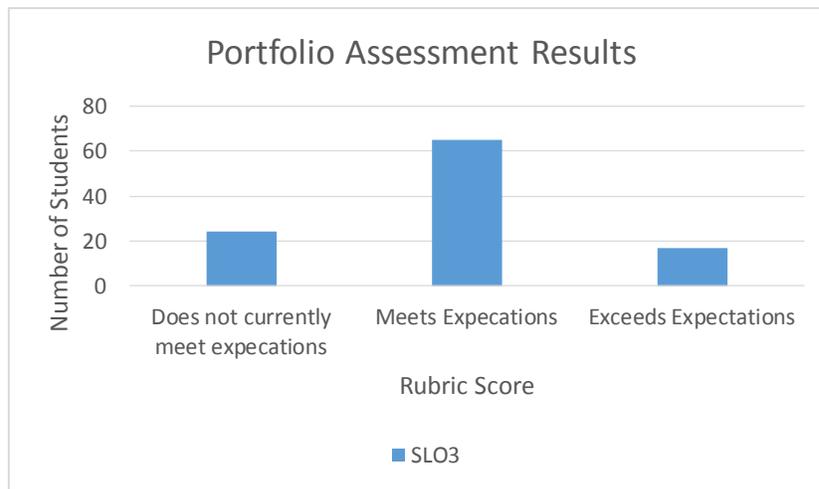
These sample quotes were pulled from the reflective essays from ENG 111 from the Fall 2013 semester:

If I have any trouble ... then I know that I can ask my instructor or go to one of the JCC writing resources. I know of them, but did not really know information about them until my teacher took us to the writing center and had someone explain all of the resources in depth. This was very helpful and I felt better about using them.

One of the resources I used the most was the Opposing Viewpoints in Context website that is offered by the JCC Library.

Write click was a useful resource to download. I was able to review and edit errors in my essays.

I prefer to stay away from electronic resources due to the fact I like talking to the person that edits the paper and have them explain what I did wrong. This helps me in the long run so I don't make the same mistake twice.

Unfortunately, I have failed to put any of these helpful resources to use. On the other hand, I have used other outside resources to receive guidance on my work. On several occasions I have gotten some friends of mine to read my essay and provide suggestions wherever they saw fit. Also, I have gone directly to my professor and asked for his advice on my work before and I adjusted my writing with his opinion accordingly.

Our Penguin textbook was a great quick reference for all types of topics.

There are many useful resources on JCC campus. I have not used any of them due to time and need. I did not think I required any of the help.

Student Learning Outcome 4

SLO 4: Students will view writing as a process, understand its importance to their academic and professional goals, and recognize their improved writing as a result of the JCC experience.

SLO 4 is measured through graduate survey results, writing event statistics and portfolios.

Summary

Measurements demonstrate a general improvement in SLO 4 during the QEP's second year. The indicator that lagged was graduate student surveys.

Graduate Student Surveys

QEP Goals	Goal met? 2012-13	Goal Met? 2013-14
By year 5, 80% of JCC graduate respondents agree or strongly agree that they perceive writing as a process.	Yes, 98%	Yes, 87%
By year 5, 80% of JCC graduate respondents agree or strongly agree that writing is important to their academic and professional goals.	Yes, 96%	Yes, 85%
By year 5, 80% of JCC graduate respondents agree or strongly agree that the JCC experience resulted in their improved writing.	Yes, 91%	No, 71%

Please see page XII for Graduate Survey Methodology. Regarding SLO 4, all three indicators in the graduate survey show a downward trend. One indicator, that JCC graduates feel that their experience at JCC improved their writing, is no longer being met.

A new advertising push will occur where the focus is not on "QEP" but instead of writing. The resource team is also revising marketing materials to reflect positive student experiences with writing at JCC.

Writing Event Data

QEP Goals	Goal met? 2012-13	Goal met? 2013-14
Participation in writing events increases 5% each year of the QEP.	n/a* 120 attendees	Yes, 306 attendees

2012-2013 was used to collect baseline data only

In the Spring 2014 semester, the QEP Resource Team partnered with JCC Performing Arts to sponsor a writing event. Over the course of three days, 281 students, faculty and staff participated in workshops, lunch and learn and an evening presentation based off the novel *Blood Done Sign my Name*. Participants indicated that they were satisfied with the event, citing that the speakers were knowledgeable and professional and that the workshop content was appropriate, relevant and applicable to their studies at JCC.
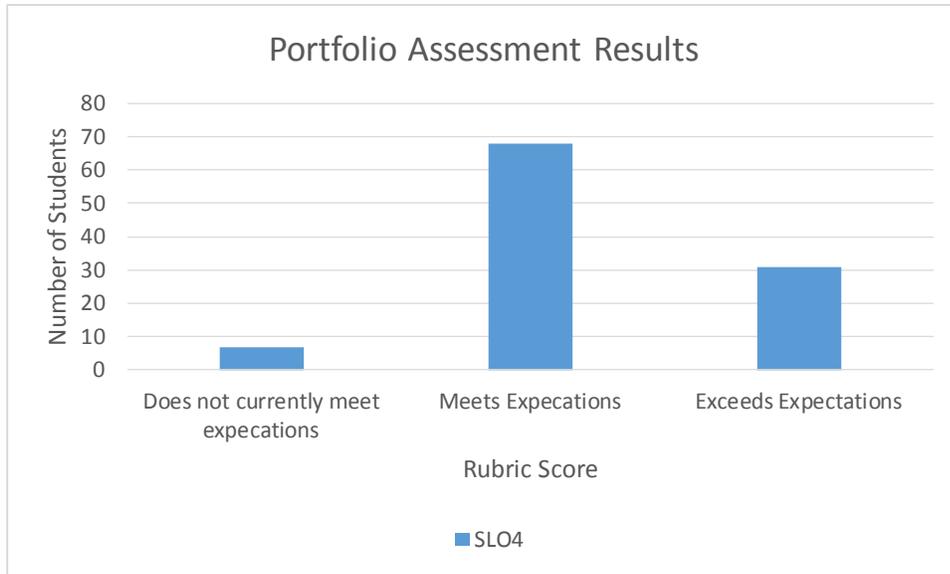
In addition to the Blood Done Sign My Name event, we also had the Cynthia DeFord Literary Competition. The competition garnered 44 entries from JCC students. An award ceremony took place in late April, and cash awards were given to winners. Twenty-five individuals attended the awards ceremony.

Blood Done Sign My Name
Friday, March 14, 2014 at 7pm
With special guest author
Tim Tyson
Sponsored by the JCC Student Government Association
919-209-2099
www.jccperformingarts.com

ENG111 and WIC Portfolio Assessments

QEP Goals	Goal met? 2012-13**	Goal met? 2013-14
By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #4 of the JCC Portfolio Assessment Rubric.	No, 79%	Yes, 93%
**This data represents Spring 2013 only		

Please see page V for portfolio methodology. The portfolio assessment demonstrated a significant increase in the percentage of students viewing writing as a process.

Portfolio Assessment Results

Bar chart titled "Portfolio Assessment Results" with y-axis "Number of Students" (0 to 80) and x-axis "Rubric Score". Categories: "Does not currently meet expecations" (~7), "Meets Expecations" (~68), "Exceeds Expectations" (~31). Legend: SLO4

Formative Assessment of QEP Actions

Awareness/Promotional Campaign

This year, the QEP was promoted at both the Fall Fest and Spring Fling celebrations. During the Fall Fest, the QEP Resource Team gave out promotional materials including tee shirts, post-it notes and other items with the QEP logo on it. The team also sponsored a raffle and the winner won a basket of movie-related items.

Based on last year's data from the Literary Guild's Spelling Bee, the QEP Resource Team facilitated a "QEP Bee" for Spring Fling. Tee shirts were given away to all who entered the Bee and a gas card was given to the grand prize winner.
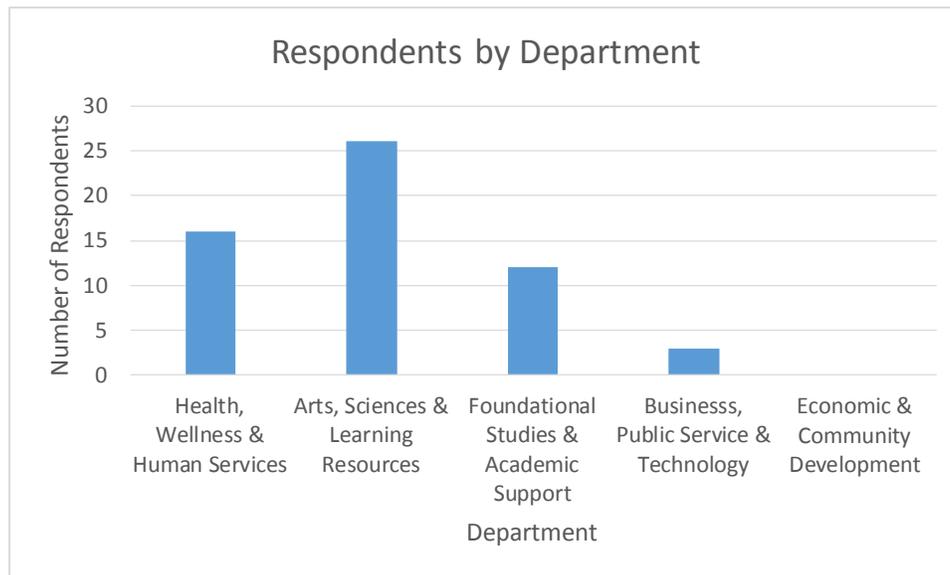
Faculty Professional Development

QEP Goal	Goal Met? 2012-2012	Goal Met? 2013-2014
Percent of all JCC faculty respondents using writing as a process in classes (increasing by 5% annually)	n/a*, 60%	Yes, 63.24%
90% of faculty respondents are satisfied or very satisfied with training. (This includes QEP related workshops, Writing Studio/Academic Skills Center workshops, MyWritingLab/MyCompLab workshops)	Yes, 91.2%	No, 89%

*Year 1 was used to collect baseline data only

As with any campus-wide initiative, faculty members have a critical role in the success in the QEP. As part of the continuous effort to gather feedback and data, the Annual Faculty Survey was conducted in the Spring 2014 semester.

With 60 responses for the 2013/2014 assessment, this survey received a response rate that was one half the response rate of the previous year. The response rate from different departments suggests that the QEP Resource Team has done a good job reaching Health, Wellness, and Human Services, but should spend more effort reaching faculty in Business, Public Service & Technology and Economic & Community Development.

The data collected indicated that faculty found professional development valuable and applicable to their current positions. More faculty development needs to be done, however, to encourage faculty to incorporate writing (specifically writing as a process) into their courses.

In addition to conducting the Annual Faculty Survey, the QEP Resource Team survey participants in QEP training events after each event. The 89% faculty satisfaction rate is just shy of JCC's goal of 90%. No participants were completely unsatisfied with the training.

APPENDICES

<u>Appendix A: Revised Cornerstone (ENG 090) Prompt 2013-2014</u>
The topic for this essay is as follows:

You will write a 5-paragraph essay that details and explores your perspectives on specific places or significant moments that have influenced your life. The essay could explore meaningful places, memorable events, or a typical day in your life. You should use specific words and phrases to help your audience (reader) see the details that are being described. The essay should be well organized and clearly focused on the subject matter. It is not to impart a lesson or moral, just simply describe the intended subject or event.

<u>Appendix B: Revised Touchstone (ENG111) Prompt 2013-2014</u>

ENG 111 Touchstone Assignment: Writing a Narrative Essay

Purpose: A narrative tells a story; the story is a way to support a main idea, thesis or dominant impression. According to the Longman Reader, "narration speaks to us strongly because it is about us; we want to know what happened to others, not simply because we're curious, but because their experiences shed light on the nature on our own lives. Narration lends force to opinions, triggers the flow of memory and evokes places and times in ways that are compelling and effecting" (126).

The Assignment Prompt (choose one):

- **Option A**: Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Think about the details of the event and write a two to five page story for your classmates that tells about what happened. Your narrative should show your readers why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event. Who was involved? What was said? What was the significance of this story and what did you gain or learn from the experience?
- **Option B**: We all have memories connected to our experiences. Think about an experience you feel you'll always remember. Try to picture the time, the place, and the people involved. Try to remember everything you can about this experience. In two to five pages, write your story about the experience as you remember it. Be sure to include enough details so that your reader can share your experience. Show why this memory stands out for you.

Format and organization:

- Two to five pages in length
- Typed, double-spaced
- Times New Roman font, size 12
- MLA formatting standards

Rough draft due:

Final draft due:

"A narrative is like a room on whose walls a number of false doors have been painted; while within the narrative, we have many apparent choices of exit, but when the author leads us to one particular door, we know it is the right one because it opens."

~ John Updike

Source: Nadell, Judith, and John Langan, and Eliza Comodromos. *The Longman Reader*. Boston: Pearson, 2012. Print.

<u>Appendix C: Revised Self-Reflective Essay Prompt 2013-2014</u>

Self-Reflective Essay

Take a moment to reflect on your growth and progress as a writer over the course of the semester. In what ways have you improved? What areas of your writing still need further development?

Speak specifically to the following prompts:

1. What have you learned about your own writing process (sequence of steps for writing essays) and writing as a process in general?
2. How have you utilized JCC resources beyond the classroom to improve your writing? Which resources have been most helpful and why?
3. Describe how you write for different audiences. How do you adjust your writing based on different writing style/modes?

Submission Requirements:

2-3 pages

Typed, double-spaced

Heading: your JCC ID# only. Please do not include your name or my name.

You may use 1st person for the reflective essay. Remember to use transition words and phrases to guide your reader. Also, remember to edit carefully.