

# Review of Performance: EN120A, Expository Writing I, Spring 2012

Review of Performance: EN120A/4, Expository Writing I, Spring 2012, 17 students (TTH 9:30:00-10:55, 17 students)

Submitted by: Christopher Ross Perkins

SLO#	Program SLO#	I, D, M 9:30-10:55	Reflection/Comment
1. Utilize all stages of the writing process: prewriting, drafting, revising when composing academic papers.	Liberal Arts #2	I=17 D=6 M=3	<p>Students completed quiz after reading material from their text and listening to lecture about prewriting, drafting and composing.</p> <p>Students were instructed to complete each stage of the writing process for each assigned essay. Prewriting, drafts and revisions were shown to peers and the instructor. Student had to submit ALL prewriting, outline and drafts. Students answered questions on a quiz.</p>
2. Construct a thesis.	Liberal Arts #2	I=17 D=6 M=3	<p>Students completed exercises that taught them how to construct thesis for various expository modes. Read many examples of thesis in the different expository modes.</p> <p>Students wrote appropriate theses for their essays. Evaluation based on COMET rubrics</p>
<p>3. Develop the thesis using various expository modes to explain or analyze:</p> <ul style="list-style-type: none"> <li>• example.</li> <li>• comparison/contrast.</li> <li>• cause/effect. analysis.</li> <li>• process analysis.</li> </ul>	Liberal Arts #2	<p><i>Example</i> I=17 D=6 M=3</p> <p><i>Cause/Effect</i> I=17 D=6 M=3</p>	<p>Students completed worksheets after reading and listening to lectures about each expository mode.</p> <p>Students wrote essays following a rubric for each expository mode.</p> <p>Student completed multiple drafts for each expository modes</p> <p>Students supported their Cause and Effect thesis with research that was documented using MLA style.</p>
4. Develop a thesis by applying elements of argumentation and	Liberal Arts #2	I=17 D=6 M=3	Students completed worksheets after reading material from their text and listening to lecture about writing an argumentative essay.

persuasion.			Students supported their argumentative thesis with research that was documented using MLA style.
5. Illustrate an awareness of the concepts of audience, purpose and tone.	Liberal Arts #2	I=17 D=6 M=3	Students discussed about audience, purpose and tone and the effect that they play on the development of their essay. Have to complete worksheet before each essay on audience, purpose and tone.
6. Draft a composition that exhibits unity, coherence and logical organization of information.	Liberal Arts #2	I=17 D=6 M=3	Students completed worksheets that focused on unity and coherence. Answered questions on quiz.
7. Utilize word processing software such as MS Word to format, draft, save, revise, and print compositions. Also, monitor spelling, grammar, and through the use of electronic technology.	Liberal Arts #2	I=17 D=6 M=3	Students submitted typed final drafts of their essays.  Students were given opportunities weekly to revise and edit their essays in the English computer lab during class sessions.

**Additional observations:** EN120A/7

Late submissions were not accepted.

7 out of 11 "F" were due to violating the attendance policy for the class.

**Special comments:**

Grade	9:30 Class (17 students)
A	2
B	0
C	1
D	3
F	11
Withdraw	3

**Recommendations:** None.

Signature: \_\_\_\_\_  
Christopher Ross Perkins, Assistant Professor

Date: \_\_\_\_\_

Please check which of the following were assessed in this course:

**Institution Learning Outcomes:**

COM-FSM graduates will demonstrate that they can:

- a. communicate effectively
- b. employ critical thinking [*& problem solving*]
- c. possess specific knowledge and skills in a major discipline or professional program of study
- d. take responsibility and develop skills for learning
- e. interact responsibly with people, cultures, and their environment