

Review of Performance: EN120B, Expository Writing II, Fall 2012, 58 students

(MWF @11, 12 & 2pm)

Submitted by: Resida S. Keller

SLO#	Program SLO#	I, D, M 12:30/2:00	ILO	Reflection/Comment
<p>1.1 Locate and select appropriate, high-quality source materials by:</p> <ul style="list-style-type: none"> • Interviewing experts. • Searching the Internet. • Using the library for print materials. • Viewing visual media/multimedia. • Conducting surveys and/or observational field research. 	<p>Liberal Arts #2</p>	<p>I=11 D=47</p>	<p>A,b,c,d,e</p>	<p>Students completed a handout after reading material from their text about interviewing experts as well as watched a video on the subject.</p> <p>Students were required to conduct one interview of an expert and incorporate it into their research papers.</p> <p>Students completed a handout after reading material from their text about searching the internet and were required to provide research materials to be used in their research from both library and internet research.</p> <p>Reference librarians gave a detailed presentation on locating and requesting sources.</p> <p>Reference librarians explained how to locate visual media and utilize MITC.</p> <p>Students completed a handout after reading material from their text about conducting surveys and/or observational field research.</p>
<p>1.2 Distinguish primary and secondary sources.</p>	<p>Liberal Arts #2</p>	<p>I=11 D=47</p>	<p>A,b,c</p>	<p>Students completed a handout after reading material from their text about distinguishing primary and secondary sources.</p> <p>Students brought sources to class for classification and</p>

				evaluation.
1.3 Discriminate facts from opinions.	Liberal Arts #2	D=58	A,b, c	<p>Students completed a handout after reading material from their text about discriminating facts from opinions.</p> <p>Students had to identify facts and opinions from their research and incorporate at least one fact in their papers to support their thesis statement.</p>
2.1 Conduct preliminary research to narrow a broad subject to a specific assignment topic.	Liberal Arts #2	D=58	A,b,c	<p>Students brainstormed subtopics individually and in groups. Students had library sessions to do preliminary research and lab sessions to do internet research and gathering information to enhance their knowledge of their topics.</p> <p>Students compiled annotated bibliographies, which they later edited to suit their specific topics.</p>
2.2 Demonstrate note-taking strategies to compile information from a variety of sources.	Liberal Arts #2	I=11 D=48	b,c, d	<p>Students completed a handout after reading material from their text about note-taking strategies.</p> <p>Students practiced note-taking techniques in class.</p> <p>Students submitted their notes for evaluation.</p> <p>Students worked in groups to take notes on articles and had to show the connections between ideas through their notes.</p>
2.3 Prepare outlines and/or utilize similar planning tools	Liberal Arts #2	M=58	A,b,c,d	Students submitted outlines for evaluation by instructor for every research paper written.
2.4 Develop research thesis and/or hypothesis.	Liberal Arts #2	D=10 M=48	A,b,c,d	Students completed a handout after reading material from their text about developing a research thesis.

				Students submitted theses for evaluation by instructor for each research paper.
2.5 Define plagiarism and take the steps necessary to avoid it.	Liberal Arts #2	I=12 D=46	B,c,d	<p>Students completed a handout after reading material from their text about plagiarism.</p> <p>Students performed quiz on plagiarism and did activities in identifying usage of plagiarism in sample papers.</p> <p>Drafts were carefully scrutinized for plagiarism, and final drafts were not accepted until works were properly cited.</p>
3.1 Summarize source texts.	Liberal Arts #2	I=12 D=46	A,b,c,d	<p>Students completed a handout after reading material from their text about summarizing.</p> <p>Students submitted summaries of magazine articles after note taking.</p> <p>Quizzes and class activities on summarizing were done to assess their abilities to summarize.</p>
3.2 Paraphrase source texts.	Liberal Arts #2	I=12 D=46	A,b,c,d	<p>Students completed a handout after reading material from their text about paraphrasing.</p> <p>Students had to identify good/bad paraphrasing from sample papers and explain why each example was good/bad.</p>
3.3 Synthesize ideas gleaned from a variety	Liberal Arts #2	I=15 D=43	A,b ,c	Students completed a handout after reading material from their text about synthesizing.

<p>of sources, along with their own opinions, into cogent prose.</p>				<p>Instructor provided feedback on synthesizing after reviewing drafts. Students looked at multiple articles on the same topic and were required to identify similar and different ideas and then incorporate the similar ideas into a coherent synthesis in at least one research paper.</p>
<p>3.4 Engage in concession and refutation of specific ideas to develop a thoughtful response to controversial material.</p>	<p>Liberal Arts #2</p>	<p>I=11 D=27 M=20</p>	<p>A,b,c,d</p>	<p>Students wrote argumentative research papers which required concession and refutation of opposing points.</p>
<p>3.5 Format formal papers utilizing the MLA style.</p>	<p>Liberal Arts #2</p>	<p>D=58</p>	<p>A,b,c,d</p>	<p>Students submitted papers in MLA format. Computer lab sessions were held to practice and ensure that all were using MLA formatting and quizzes given for them to identify proper MLA usage. Papers, which did not follow the format, were returned for revision.</p>
<p>3.6 Utilize the MLA documentation style to formally acknowledge sources. This will consist of brief parenthetical citations within the text that are keyed to an</p>	<p>Liberal Arts #2</p>	<p>I=11 D=48</p>	<p>A,b,c,d</p>	<p>Students submitted papers utilizing MLA documentation style. Papers, which did not follow the format, were returned for revision. Initial papers which did not follow MLA format were docked heavily for points to ensure that they pay attention to formatting.</p>

alphabetical list of works that appear at the end of the paper.				
3.7 Write samples of a wide variety of rhetorical patterns.	Liberal Arts #2	I=15 D=43	A,b,c,d	Students submitted papers using the following rhetorical patterns: classification, argumentative, and example.
3.8 Produce three papers, one in each of the areas of humanities, natural sciences, and social sciences.	Liberal Arts #2	I=20 D=38	A,b,c,d	Students produced papers in the areas of natural science, social sciences, and humanities.
3.9 Produce three substantive research papers that demonstrate the skills identified in outcomes 3.1-3.7.	Liberal Arts #2	I=20 D=38	A,b,c,d	Students produced three substantive research papers.
3.10 Revise as necessary to produce written work predominately free from grammatical and mechanical errors.	Liberal Arts #2	I=11 D=47	A,b,c,d	Students presented papers for peer review and instructor evaluation.

Additional observations: Students who had difficulty with the first paper tended to drop out and stop coming by the second paper. More effort is needed to be taken to get the students engaged (and less frustrated) at the beginning to minimize students who drop out.

Special comments: grade distribution: A=8; B=12; C=12; D=9; F=17

Recommendations: Continue to search for a comprehensive and engaging text as the text was used mostly as a reference book and only a few chapters were looked at; Having less students in the class will help to ensure that there is more individual time for each

student in order to more closely monitor each student's progress and grasp of concepts—I would recommend having either 14 or 16 students in the class (even numbers as we do a lot of paired-work with partners).

Institution Learning Outcomes: (see fourth column above)

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

Signature: _____
Resida S. Keller, Instructor

Date: _____
Dec. 21, 2012