

Review of Performance: ESL 099: Writing V; FALL 2012, 41 students

(TTH @8:00am; 11:00AM)

Submitted by: Resida S. Keller

| SLO# | Program SLO# | I, D, M | ILOs | Reflection/Comment |
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| 1. Utilize all stages of the writing process (including: prewriting, organizing ideas, drafting, revising and editing) when writing essays. | LA #2 | D=32 M=9 | A,b,c,d, | <ul style="list-style-type: none"> For all five essays that students submitted, all students needed to perform prewriting activities including brainstorming or other techniques (either as individuals and as groups); prepare outlines with complete topic sentences, thesis statements and supporting details; and had to engage in peer editing sessions and teacher/student conferences to discuss problems/shortcomings in essays and to identify options for correcting problems. |
| 2. Write coherent paragraphs. | LA #2 | D=31 M=10 | A,b,c,d | <ul style="list-style-type: none"> Students had to produce multiple drafts (1st, 2nd and final drafts) of each essay, ensuring that there was improvement in coherence of ideas from one draft to the next. To ensure that ideas were clear and coherent, during the pre-writing stage, students were required to discuss their ideas with peers and also with the instructor and to identify how different points related to each other within the essay. |
| 3. Write essays in various rhetorical patterns such as process, classification, cause/effect, Comparison/Cont | LA #2 | D=31 M=10 | A,b,c,d, | <ul style="list-style-type: none"> Each student was required to write five essays following these five rhetorical patterns. Students were required to plan their essays following the specific aspects/requirements of each pattern Students took quizzes to assess their knowledge and understanding of the various rhetorical patterns. |

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| rast and Problem/Solution . | | | | |
| 4. Demonstrate understanding of English grammar. | LA #2 | I=10 D=22 M=9 | A,b,c,d, | <ul style="list-style-type: none"> • For each essay written, students were required to peer-review for mechanics which included grammar, spelling, punctuation, and capitalization and had to revise multiple drafts of their essay to improve grammar. • Handouts and classroom activities on grammar elements were practiced and done weekly with a different grammar focus. |

Additional observations: Many students were able to speak fluently in English but had a more difficult time transferring their ideas to writing. The planning of the essay from the first step of the writing process to the last helped with ensuring that ideas were well written out. These high-risk students need classes that are more in the middle of the day as the 8am class had a poor turnout than the 11am class. Most of the students who performed well were in the 11am class; only one student received an A in the 8am class.

Special comments: Grade distribution: A=10; B=11; C=11; D=0; F=9

Recommendations: We should not offer ESL courses at 8am again as tardiness became an issue and many students dropped out because of attendance.

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 _____