

Review of Performance: Expos I, EN 120A, Spring 2013; number of students: 17.

Submitted by: **Monty Vierra**

Program SLO#2. Students should be able to articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.

General SLO 1. Utilize all stages of the writing process: pre-writing, drafting, revising when composing academic papers.

Student Learning Outcomes	I,D,M	Comments/Reflections
<p>1.1 Utilize all stages of the writing process: prewriting, drafting, and revising when composing academic papers.</p>	<p>I, D</p>	<p>Students were asked to share prewriting, drafts, and revisions with peers and to show their work to the instructor; revisions were turned in for a grade.</p> <p>Most students were able to do prewriting exercises, but they had difficulty organizing their ideas into major and minor concepts. Several students struggled to do “free writing,” just staring at their paper or, in one case, writing a few words and then erasing them or, in another, tearing up the paper after doing the writing. After listing key words, some students attempted to “map” them, but they generally did not use the map as a way of organizing ideas around similar concepts.</p> <p>However, paragraph-length assignments, such as description and narration, were more comfortable for them.</p> <p>When essay-length assignments were due, most students did not come to class either for peer review or to turn in papers.</p> <p>These last two observations suggest that short, one-paragraph tasks in familiar modes will get better results in the first half of the course.</p>

General SLO 2. Write essays in various rhetorical patterns such as example, comparison/contrast, classification, cause/effect, and process analysis.

Student Learning Outcomes	I,D,M	Comments/Reflections
2.1 Construct a thesis.	I, D	<p>Students were asked to identify thesis statements in exercises and articles in the course textbook.</p> <p>Most students could not do so at first, and several struggled with this during the entire course. Students confused main points and secondary points. Well into the course, most were not able, for instance, to link what was said in a title with a similar statement (the thesis statement) in the opening paragraph. When I asked them to identify the most difficult part of the reading almost all the students said they did not have enough vocabulary to understand what was being said in the example essays.</p> <p>In future, I will ask students to bring and use a dictionary and a thesaurus.</p>
2.2 Develop the thesis using various expository modes....	I, D	<p>Students were asked to write short essays using two expository modes, example and cause-and-effect, plus an argument essay based on the contents of either of the other essays.</p> <p>Students chose topics they said they were interested in, such as teen pregnancy or climate change. So long as they talked about personal experience, most students who did the assignments were able to make fairly clear, but general, thesis statements. Thus, not finding a thesis statement in an article too difficult for them to read did not impede most students' ability to generate their own thesis statement. As for support, they relied almost exclusively on personal opinion or unmediated observation.</p>
2.3 Illustrate an awareness of the concepts of audience, purpose, and tone.	I, D	<p>Not assessed. Will assess in all classes hereafter. That should help students focus their work. (Many students used the generic "you" to address "the reader.")</p>

Student Learning Outcomes	I,D,M	Comments/Reflections
2.4 Draft a composition that exhibits unity, coherence, and logical organization of information.	I, D	<p>All student work was assessed on the basis of a rubric appropriate to the mode they employed.</p> <p>Most student drafts were initially a form of freewriting. That is, students did not usually connect sentences in a coherent or logical manner; rather, they “talked around” their topic. With revision, students who completed the assignments usually were able to achieve a measure of coherence.</p>
2.5 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.	I, D	<p>Submit typed essays were assessed with a checklist for MLA formatting.</p> <p>Most students did not know how to format their writing when typing it. They did not know how to turn on the MS Word “grammar & style checker” on the school PCs. By the end of the semester, students who passed the course were able to master the formatting requirements.</p>

General SLO 3. Establish and defend a position in an argumentative essay.

Student Learning Outcomes	I,D,M	Comments/Reflections
3.1 Develop a thesis by applying elements of argumentation and persuasion.		<p>Students were asked to write a short persuasive essay on a topic of their choice. They were asked to find support for their views through library resources.</p> <p>Most students chose to adapt one of their earlier essays to the argument mode. Students who completed the task satisfactorily were able to combine these elements with one or more outside sources.</p>

Additional observations:

Recommendation 1. Require all students in Expos I & II to have a dictionary and thesaurus for use in class.

Recommendation 2. All MS Word programs on campus should be equal to what the teachers have. Moreover, all MS Word programs should be set to include the “grammar & style” checker, instead of making it an option. In this way, students would have more opportunities to see their work the way their teachers see it. The person in charge of the Lang/Lit Division computer lab, Dave, tells me that he knows how to make these changes, and an IT technician confirmed to me that Dave could easily make these changes during the school year. This would save everyone time in the end and be of service to students and teachers alike.

Special comments (grades):

Grade	17 students
A	0
B	5
C	3
D	7
F	2
I	0

Institution Learning Outcomes:

<p>COM-FSM graduates will demonstrate that they can:</p> <p><input checked="" type="checkbox"/> a. communicate effectively</p> <p><input checked="" type="checkbox"/> b. employ critical thinking</p> <p><input type="checkbox"/> c. possess specific knowledge and skills in a major discipline or professional program of study</p> <p><input checked="" type="checkbox"/> d. take responsibility and develop skills for learning</p> <p><input checked="" type="checkbox"/> e. interact responsibly with people, cultures, and their environment</p>

Signature: _____

Date: May 21, 2013

Monty Vierra, Instructor