

**Maria Dison <mdison@comfsm.fm>Review of Performance: EN 110 ADVANCED READING, Spring 2013, 26 students registered.**

**Submitted by: Leilani Welley-Biza**

<b>SLO#</b>	<b>Program SLO#</b>	<b>I, D, M</b>	<b>Reflection/Comment</b>
1.1 Define unfamiliar vocabulary.	PLO #1	I=12, D=9 M=5	For all vocabularies that the class covered for the semester, they were able to define the unfamiliar words/terms using multiple sources - prior knowledge, context clues, group discussion, media sources, and dictionary. In addition to defining the ‘unfamiliar words’, they were also asked to make personal and visual connections to the words to acquire an in-depth definition on the words so they can apply and use these vocabularies in the future. The 12 in ‘I’ were the ones who rarely showed up in class and were not able to perform the outcome to its full potential.
1.2 Locate facts and isolate details of a text.	1	I=10, D=12, M=4	Since most of the reading covered pertains to authors’ opinions about issues, students had a hard time differentiating facts to opinions. Details in support of those facts were a little bit easier for them to decipher. 10 students were only introduced and had a hard time trying to isolate facts to details. The rest were okay.
1.3 Retain specific facts and details from a text.	1	I=10, D=10, M=6	This bunch was very exceptional with memories. Sometimes they believe if they memorize, it’ll be easier for them to comprehend and understand what they’ve read, which sometimes work but it doesn’t always work that way.
2.1 Identify the tone, mood, and voice of a literary text through an analysis of its linguistic features and literary devices.	1	I=12, D=8, M=6	14 out of the 26 were satisfactorily performing to what was expected of them. In addition to discussion of facts and details, students were also asked to write about the tone, mood and voice of some of the texts they were tasked to read. Students were asked to write about all these elements in 2 of their major papers “Rhetorical Analysis Paper” and “Article Summary” to proof they understood

			what these elements are in the readings they were assigned.
2.2 Identify the theme of a literary text and the ways it is embodied by formal elements.	1	I=12, D=5, M=9	I love the activity brainstorming where I write up the ‘title’ of the targeted text on the board/in paper and ask students to brainstorm ideas of themes they expect to encounter in the assigned text without having to see the text. This always activates prior knowledge and builds schema for new ideas and opinions of their peers and given information by instructor. Graffiti Board is another great activity that allows students to think creatively and incorporate colorful illustrations of what the themes were in the readings.
2.3 Identify and analyze common semantic features such as connotation, denotation, and figures of speech	1	I=12, D=9, M=5	Every text contains new words, and phrases where students are unfamiliar with. Sometimes, it entails semantic features that need further exploring through internet browsing for more in-depth explanations and further discussion in class of what they found.
2.4 Distinguish between facts and opinions in a text.	1	I=9, D=10, M=7	Students constantly struggle with separating facts from opinions.
2.5 Evaluate ideas presented in a text by determining the rhetorical structures used to persuade readers.	1	I=10, D=10, M=6	Students were asked to write a “Rhetorical Analysis Paper” on Mohandas Ghandi’s essay “My Faith in Nonviolence”. Before submitting their Final Drafts, they followed the Pre-Writing stages to generate and organize ideas in a systematic way. Students also did Peer Reviews to get a different set of feedbacks from their peers. Most students displayed mastery in this assignment by writing about what was expected of them.
2.6 Recognize the implicit assumptions and values underlying a written work.	1	I=10, D=12, M=6	Reflections were required in the form of journal writing and students also showcased their understanding of each reading by summarizing and paraphrasing in addition to making connections to their lives or what’s happening around them.
3.1 Write a summary	1	I=14, D=5, M=7	In every reflection paper, students were required to summarize,

of a text that demonstrates an understanding of the main ideas of the text.			discuss what they think and feel about the text and make connections to their daily lives or what goes on around them. One of the two major papers they were required to submit was the 'Article Summary' where they were to discuss a summary of what they read, write a in-depth reflection of what they've read and a critique of the author's writing style, organization etc.
3.2 Write a paraphrase of a passage that demonstrates an understanding of the content of the passage.	1	I=10, D=13, M=3	Same as above.
3.3 State the main idea of a text.	1	I=14, D=7, M=5	Main ideas were also expected to be discussed in their summaries.
3.4 Ascertain the meaning of a passage by identifying main ideas, supporting details, and logical or narrative sequences.	1	I=14, D=7, M=5	Same as above
3.5 Evaluate ideas presented in a text by determining their logical validity, their implications, and their relationship to ideas beyond the text.	1	I=14, D=5, M=7	Article Summary require students to read multiple articles that shares the same ideas, themes and elements and compare all articles using internet and other research tools to back up what they found on each reading.

**Additional observations:** Although, this course does have some writing component, I still think it needs to be balanced. The reading and writing component, I believe should be 50/50. Although i'd- ing main ideas are truly crucial to a successful outcome, it shouldn't be reiterated all throughout the SLO list. Understanding what each text entails requires more than just identifying main ideas, and

vocabs but writing about semantics of the entire text, discussing and writing about rhetorical structures including author and his/her style among other things.

**Special comments:** All activities worth 10 points, Quizzes covers each 2 texts of the 6 reading they covered for the semester (150 points), Mid-term (100 points) Final Exam (100 points). 26 students registered for the course at the beginning of this semester; 5 withdrew, and 10 disappeared at the beginning. A-0, B-2, C-7, D-1, F-12, W-5.

**Recommendations:** SAME AS ABOVE.

Signature:  \_\_\_\_\_  
Leilani Welley-Biza – Lang/Lit Instructor

Date: May 17, 2013

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