

Review of Performance: EN 120A, SPRING 2013, 20 students
Submitted by: Leilani Welley-Biza

SLO#	Program SLO#	I, D, M	Reflection/Comment
1.1 Utilize all stages of the writing process: prewriting, drafting, revising when composing academic papers. Enter one course level slo on each line	PLO 1 & 2	I=4, D=10, M=6	More than 75% of the class was already aware of what the writing process is all about. Although it took a while to reactivate their memories on what the writing process is, they were asking questions and responding to questions very well during discussions and the quiz.
2.1 Construct a thesis.	1 & 2	I=7, D=10, M= 3	Out of the 20 students, only half of the class were able to perform to what they were suppose to do. Half was lagging behind because of the difficult task of conveying what they think about their topics – the thesis statement.
2.2 Develop the thesis using various expository modes to explain or analyze:	1&2	I=10, D=7, M=3	Same as above.
2.3 Illustrate an awareness of the concepts of audience, purpose, and tone.	1&2	I=4, D=8, M=8	Same as above but to being mindful of audience, purpose and tone whenever they're writing.

<p>2.4 Draft a composition that exhibits unity, coherence and logical organization of information.</p>	<p>1&2</p>	<p>I=9, D=7, M=4</p>	<p>The numbers were pretty unsatisfactory. Although, most of the students were showing signs of mastery in writing in English, they had a hard time trying to organize their ideas to meet if not all but some of the elements of writing. 11 of them seemed to be doing ok and out of that 11, 4 were exceptional, organization wise.</p>
<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.</p>	<p>1&2</p>	<p>I=4, D=10, M=8</p>	<p>This was their favorite part, because almost all the students in this class prefer to type their papers instead of handwriting their papers. They especially love the part where the computer would revise and edit their errors so by the time they submit their final drafts, their papers would be almost free of errors especially mechanical errors. The 4 that fell under the 'I' apparently had no previous experience with computers and it made it hard for them to catch up.</p>
<p>3.1 Develop a thesis by applying elements of argumentation and persuasion.</p>	<p>3</p>	<p>I=10, D=7, M=3</p>	<p>This SLO seemed to have always come with extra setbacks. We were going back and forth with what an argumentation paper entails and it created a lot of anxiety for more than half of the class. The four that mastered were able to overcome the stumbling block and were able to give me a hand in assisting those who still couldn't grasp on to the idea. On an average level, 8 out of the 22 did okay and the rest didn't quite get what they were doing.</p>

Additional observations: Three semesters down the road and I have realized that ‘the experiment’ works. The first half being done for the first part of the semester gave us more time to spend on discussing more of the basics in writing a research paper. I only hope they can maintain what they learned and be able to apply it in EN120b.

Special comments: Among some of the activities they did, some were graded with points and some were given the plus, check and minus for evaluation. These were the minor activities that the students did in class. The major grading criteria are based on their journal writing, quizzes, and in-class and submitted essays which totaled up to 3 major essays for the semester. At the beginning of the semester, 20 students were registered, 1 disappeared during the 4th week, 3 failed to meet all the requirements to pass the course with excessive absences which resulted in failing this course. A-1, B-5, C-7, D-1, F-6, W-0

Recommendations: same as my additional observations.

Signature: 

Leilani Welley-Biza – Lang/Lit Instructor

Date: __May 17, 2013

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