

**Review of Performance: EN120A, Expository Writing Level 1, Section 1**  
**Spring 2013 MWF 11:00-11:55am**  
**By Kasiano K. Paul**

SLO #	PLO – Liberal Arts	I,D,M	Comments/Observations
1. Utilize all stages of the writing process: prewriting, drafting, revising when composing academic papers.	# 1 & #2	I= 19 D=19	<p>Students completed quiz after reading material from their text and listening to lecture about prewriting, drafting, and composing.</p> <p>Students were instructed to complete each stage of the writing process for reach assigned essay. Prewriting, drafts and revisions were shown to peers and the instructor. Students had to submit ALL prewriting, outlines, and drafts. Students answered questions on a quiz.</p>
2. Construct a thesis.	#1 & #2	I=19 D=19	<p>Students completed exercised that taught them how to construct thesis for various expository modes, Ready many examples of thesis in the different expository modes.</p> <p>Students wrote appropriate theses for their essays, Evaluation based on COMET rubrics</p>
<p>3. Develop thesis using various expository modes to explain or analyze:</p> <ul style="list-style-type: none"> <li>• Example</li> <li>• Comparison/Contrast</li> <li>• Classification</li> <li>• Process analysis</li> </ul>	#1 & #2	I=19  D=16	<p>Students completed worksheet after reading and listening to lectures about each expository mode.</p> <p>Students wrote essays following a rubric for each expository mode.</p> <p>Students completed multiple drafts for each expository mode.</p> <p>Students supported their process analysis essay with research using MLA style.</p>
4. Develop a thesis by applying elements of argumentation and	#1 & #2	I=16 D=16	Student s completed worksheet after reading materials from their text and listening to lecture about writing and

persuasion.			argumentative essay.  Students supported their argumentative thesis with research that was documented using MLA style.
5. Illustrate an awareness of the concepts of audience, purpose and tone.	#1 & #2	I=19 D=16	Students discuss about audience, purpose and tone and the effect that they play on the development of their essay, Have to complete worksheet before, each essay on audience, purpose and tone.
6. Draft a composition that exhibits unity, coherence and logical organization of information.	#1 & #2	I=16 D=16	Students completed worksheets that focused on unity and coherence.  Answered questions on a quiz.
7. Draft a composition that exhibits such as MS Word to forma, draft, save, revise, and print compositions. Also, monitor spelling, grammar, and through the use of electronic technology.	#1 , #2 & #3	I=16 D=16	Students submitted typed final drafts of their essays  Students were given opportunities weekly to revise and edit their essays in the English computer lab during class sessions.

**Additional Observations:**

1. Due to students' difficulty with research method the Process Analysis paper was given a week extension based on requests by 98% of students completing the class.
2. Number of Withdrawal: 2 students failed to complete the course; 4 registered students did not show up for the course.

**Special Comments:**

	<b>A</b>	6
	<b>B</b>	5
	<b>C</b>	2
	<b>D</b>	2

	F	4
<b>Total</b>		<b>19</b>

**Recommendations:**

Signature:   Kasiano K. Paul  

Date:   May 21, 2013  

***Please check which of the following were assessed in this course:***

**Institution Learning Outcomes:**

  X   a. Communicate effectively

  X   b. Employ critical thinking (and problem solving)

  X   c. Possess specific knowledge and skills in a major discipline or professional program of study

  X   d. Take responsibility and develop skills for learning

  X   e. Interact responsibly with people, cultures, and their environment