

Review of Performance: EN 120B/9 and EN 120B/10; Spring 2013; 24 students total

Submitted by: M. Christina Madison

SLO#	Program SLO#	I, D, M	Reflection/Comment
1. <i>use summarizing and paraphrasing skills.</i>	#2. Articulate and understand their experiences through effective writing, reading, speaking and various modes of artistic expression	I=24, D=18	<ul style="list-style-type: none"> • Students were required to read, summarize and paraphrase articles. This SLO was assessed using class activities and homework assignments. In addition, the students were required to utilize this skill when writing their three research papers. They are expected to not only use direct quotes from their sources but to also paraphrase and summarize them. • Less than half of the class did the homework assignments for paraphrasing and summarizing and those that did the assignment showed more proficiency in doing this skill for their research papers.
2. <i>use outlining skills.</i>	#2	D=18, M=9	<ul style="list-style-type: none"> • Students were required to submit outlines prior to drafting. • All of the students who passed the class were able to submit detailed and complete outlines for their ideas. • Although all submitted outlines, the remaining students submitted outlines that were in varying degrees of completion and even with coaching and meeting with them individually to discuss their ideas, final outlines were rarely brought back for more feedback and guidance.
3. <i>demonstrate a knowledge of note-taking skills.</i>	#2	I=24, D=18	<ul style="list-style-type: none"> • Articles were provided for students to read and take notes on as a basis for their paraphrasing and summaries for their research papers. • Selective highlighting and note-taking in margins was a

			<p>required activity.</p> <ul style="list-style-type: none"> The majority of the class demonstrated an ability to do this skill when there was coaching and practice in class. The passing students took more extensive notes and adding their own take/understanding to the reading while the other students demonstrated that there needs to be more practice in this skill as they over-highlighted and took notes on not-so-important or relevant pieces of information.
4. <i>develop a research thesis and/or hypothesis.</i>	#2	D=18, M=9	<ul style="list-style-type: none"> All of the students were able to develop and provide a thesis statement for their papers. As the class progressed to the final paper, the students who practiced writing thesis statements and those who often came to see me for feedback, were able to develop their own thesis statements with little coaxing. Those who passed the class were able to develop thesis statements that had their main idea, their controlling idea and showed how the paper was to be further developed; the other 6 needed more revisions to meet this outcome.
5. <i>demonstrate knowledge of primary and secondary sources.</i>	#2	I=24, D=18	<ul style="list-style-type: none"> Due to limited resources, most sources were secondary sources with the exception of an expert interview which was a primary source. Coordinated times with reference librarian to explain to students how to locate and how to request sources through a detailed presentation.
6. <i>conduct interviews and surveys for research purposes.</i>	#2	I=24, D=18	<ul style="list-style-type: none"> For the social science paper, all of the students were required to conduct at least one expert interview for their paper. All of the students conducted the interview yet about half of the students used appropriate questioning and actually

			utilized the interview information into their papers.
7. <i>conduct research using the Internet and library.</i>	#2	I=24, D=18	<ul style="list-style-type: none"> • Only 18 students demonstrated this ability independently and were able to find sources on their own initially after a library workshop and a class workshop in the computer lab. • Not all of the 18 students demonstrated this consistently yet they were able to find the required number of sources required for their papers when completing the final drafts.
8. <i>demonstrate the ability to incorporate research into a research paper.</i>	#2	D=18, M=9	<ul style="list-style-type: none"> • This skill was practiced in class through various class activities and then students were required to utilize this in their final papers. • In the drafts, all of the students needed more practice and it was noted that this was a skill that needed to be practiced each time there was a new topic or paper. • For the most part, the 18 students who passed the class were able to show more consistency in this skill after the first paper. For the final paper, there was more research incorporated into their papers and they consistently cited their sources; during the first drafts, there were some minor errors in format for their cited sources, yet these deficiencies were corrected in their final papers. • The students who did not pass the class basically were either incorporating all of the research with very little of their own ideas or they did not have enough resources to support their ideas or they were selecting to incorporate into their papers ideas that were weak or irrelevant to their main points, with major errors in their citations.

9. <i>demonstrate a knowledge of proper citation and the ability to avoid plagiarism.</i>	#2	I=24, D=18	See narrative above.
10. <i>demonstrate a knowledge of different rhetorical styles and their uses in humanities, science, and social science research.</i>	#2	D=18, M=9	<ul style="list-style-type: none"> • All of the students demonstrated knowledge of the rhetorical patterns. This was assessed in an initial quiz and in reviews prior to the beginning of each paper. • The students were able to properly select a rhetorical pattern that would work best with the topic/main idea and thesis that they were planning to develop in their papers.
11. <i>write an argumentative essay supported by research.</i>	#2	D=18, M=9	<ul style="list-style-type: none"> • The students' initial attempts at writing did show deficiencies, yet through peer editing, guided revisions (focus on specific deficiencies and they were to find, select and correct independently) and teacher conferences, the final papers showed great improvement. • The coaching and guided revision was limited towards the end so that students could show their capability in writing an argumentative essay.

Additional observations: There is a need for better preparation of students before entering this research course. Much time was given to preparing them to do the tasks when this course is supposed to be building upon skills learned earlier. I believe all students, regardless of major, should take this class with an emphasis in writing across the curriculum. Other disciplines such as Social Sciences, etc., should require the same MLA format to reinforce research and writing skills. This also includes heavy remedial intervention to get students up to par by the time they take Expository Writing II, and there should be a cap on the length of time between Expository Writing I to Expository Writing II.

Special comments: Total grade distribution for this course: A= 4; B=5; C= 6; D= 3; F= 6

Recommendations: Need for more introduction to research in the Expository Writing I course as many students needed help with basics such as thesis statements or support for arguments.

Signature: _____
Maria C. Madison, Instructor

Date: _____