

Review of Performance: EN120B, Expository Writing II, Spring 2013, 59 students (EN120B/5 TTH 12:30 18 students/ EN120B/7 TTH 2:00 20 students/ EN120B/4 MWF 3:00 21 Students)

Submitted by: Monica Rivera

SLO#	Program SLO#	I, D, M 12:30/2:00/3:00	Reflection/Comment
1.1 Locate and select appropriate, high-quality source materials by: <ul style="list-style-type: none"> • Interviewing experts. • Searching the Internet. • Using the library for print materials. • Viewing visual media/multimedia. • Conducting surveys and/or observational field research. 	Liberal Arts #2	D=59	<p>Students completed a handout after reading material from their text about interviewing experts.</p> <p>Students completed a handout after reading material from their text about searching the internet.</p> <p>Students completed a handout after reading material from their text about conducting surveys and/or observational field research.</p> <p>Students used OPAC, EBSCO, and BibMe extensively.</p>
1.2 Distinguish primary and secondary sources.	Liberal Arts #2	D=59	<p>Students completed a handout after reading material from their text about distinguishing primary and secondary sources.</p> <p>Students brought sources to class for classification and evaluation.</p>
1.3 Discriminate facts from opinions.	Liberal Arts #2	D=59	Students completed a handout after reading material from their text about discriminating facts from opinions.

			Students had to distinguish fiction from fact in their humanities paper.
1.4 Conduct preliminary research to narrow a broad subject to a specific assignment topic.	Liberal Arts #2	D=59	Students compiled and edited annotated bibliographies. Substantial class time was spent on annotated bibliographies.
2.1 Demonstrate note-taking strategies to compile information from a variety of sources.	Liberal Arts #2	M=59	Students completed a handout after reading material from their text about note-taking strategies. Students practiced note-taking techniques in class. Students submitted their notes for evaluation.
2.2 Prepare outlines and/or utilize similar planning tools.	Liberal Arts #2	D=59	Students were given outlines to follow for some papers. Students submitted outlines for evaluation by instructor.
2.3 Develop research thesis and/or hypothesis.	Liberal Arts #2	M=59	Students completed a handout after reading material from their text about developing a research thesis. Students submitted theses for evaluation by instructor. Instructor and a writing center tutor check thesis statements.
2.4 Define plagiarism and take the steps necessary to avoid it.	Liberal Arts #2	M=41	Students completed a handout after reading material from their text about plagiarism. Drafts were carefully scrutinized for plagiarism. Some students plagiarized their papers. These students received zero points for their papers.

2.5 Summarize source texts.	Liberal Arts #2	D=59	<p>Students completed a handout after reading material from their text about summarizing.</p> <p>Students submitted summaries of magazine articles after note taking. Students compiled their notes into summaries.</p>
2.6 Paraphrase source texts.	Liberal Arts #2	D=59	<p>Students completed a handout after reading material from their text about paraphrasing.</p> <p>Students paraphrased sources in their summaries and notes.</p>
2.7 Synthesize ideas gleaned from a variety of sources, along with their own opinions, into cogent prose.	Liberal Arts #2	D=59	<p>Students completed a handout after reading material from their text about synthesizing.</p> <p>Instructor provided feedback on synthesizing after reviewing drafts.</p> <p>Students demonstrated synthesizing skills in essays and research papers.</p>
2.8 Format formal papers utilizing the MLA style.	Liberal Arts #2	D=59	<p>Students submitted papers in MLA format.</p> <p>Papers, which did not follow the format, were returned for revision.</p>
2.9 Utilize the MLA documentation style to formally acknowledge sources. This will consist of brief parenthetical citations within the text that are keyed to an alphabetical list of works that appear at the end of the paper.	Liberal Arts #2	D=59	<p>Students submitted papers utilizing MLA documentation style.</p> <p>Papers, which did not follow the format, were returned for revision.</p> <p>Students had difficulty with parenthetical citations for websites.</p>
2.10 Write samples of a	Liberal Arts	D=59	Students submitted papers using the following rhetorical patterns:

<p>wide variety of rhetorical patterns.</p>	<p>#2</p>		<p>example, compare/contrast, and argumentative.</p> <p><i>Major Paper 1/Natural Science/Compare/Contrast</i></p> <p>A = 1%, B = 25%, C = 41%, D = 10%, F = 8%, No submission = 20%</p> <p><i>Major Paper 2/Social Science/Argumentative</i></p> <p>A = 0%, B = 22%, C = 32%, D = 22%, F = 7%, No submission = 17%</p> <p><i>Major Paper 3/Humanities/Example</i></p> <p>A = 0%, B = 14%, C = 31%, D = 10%, F = 25%, No submission = 19%</p>
<p>2.11 Revise as necessary to produce written work predominately free from grammatical and mechanical errors.</p>	<p>Liberal Arts #2</p>	<p>D=59</p>	<p>Students presented papers for peer review and instructor evaluation.</p>
<p>2.12 Produce three substantive research papers that demonstrate the skills identified in outcomes 2.1-2.11 in each of the areas of humanities, natural</p>	<p>Liberal Arts #2</p>	<p>D=59</p>	<p>Students wrote a 10-15 page research paper to prepare for upper level class if they chose to transfer to other universities.</p> <p>Students wrote 4 page papers, which emphasized quality writing and critical thinking.</p>

sciences, and social sciences.			
3.1 Engage in concession and refutation of specific ideas to develop a thoughtful response to controversial material.	Liberal Arts #2	D=59	<p>Students wrote an argumentative research paper.</p> <p>Many students omitted a refutation.</p> <p>Students had difficulty presenting a local argument based on research.</p>

Additional observations:

- Students benefited from working in the English Computer Lab, A201. Students, who had regular access to the lab, had higher submission rates than students with less lab time. However, more lab time did not improve the quality of writing.
- Students, who met with the instructor individually, wrote better quality paper than students, who had less individual attention from the instructor.

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

Special comments:

Grade	TTH 12:30 Class/ 18 Students EN120B/5	TTH 2:00 Class/ 20 Students EN120B/7	MWF 3:00 Class/ 21 Students EN120B/4
A	2	1	1
B	5	3	9
C	7	10	8
D	1	1	2
F	3	5	1
Withdraw	1	1	1

Recommendations:

Signature: _____

Monica Rivera, Instructor

Date: _____