

Review of Performance: EN120B, Expository Writing II, Spring 2013, 48 students

(MWF @11, 12 & 2pm)

Submitted by: Resida S. Keller

| SLO# | Program SLO# | I, D, M | ILO | 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 | I=15 D=33 | A,b,c,d,e | <p>Students completed a handout and were quizzed after reading material in their text about interviewing experts; they also watched a video on the subject.</p> <p>Students were required to conduct one interview of an expert and incorporate it into one of their research papers; other interviews were encouraged as part of their research.</p> <p>Students completed a handout after reading material from their text about searching the internet and were required to provide research materials to be used in their research from both library and internet research.</p> <p>Reference librarians gave a detailed presentation on locating and requesting sources; students had to identify, analyze and select sources to use in supporting their research points—this was done for all three papers.</p> <p>Reference librarians explained how to locate visual media and utilize MITC.</p> <p>Students completed a handout after reading material from their text about conducting surveys and/or observational field research.</p> |
| 1.2 Distinguish primary | Liberal | I=20 | A,b,c | Students completed a handout after reading material from their |

| | | | | |
|--------------------------------------------------------------------------------------------|-----------------|--------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and secondary sources. | Arts #2 | D=28 | | <p>text about distinguishing primary and secondary sources.</p> <p>Sources were provided and students had to analyze and distinguish reliable primary and secondary sources and justify their selections.</p> <p>Students brought both primary and secondary sources to class for classification and evaluation.</p> |
| 1.3 Discriminate facts from opinions. | Liberal Arts #2 | I=18 D=30 | A,b, c | <p>Students completed a handout after reading material from their text about discriminating facts from opinions.</p> <p>Students had to identify facts and opinions from their research and incorporate at least one fact in their papers to support their thesis statement.</p> <p>Students had to provide their opinion of the issue then use facts from their research to support and corroborate their opinions.</p> |
| 2.1 Conduct preliminary research to narrow a broad subject to a specific assignment topic. | Liberal Arts #2 | I=18 D=30 | A,b,c | <p>Students brainstormed subtopics individually and in groups. Students had library sessions to do preliminary research and lab sessions to do internet research and gathering information to enhance their knowledge of their topics.</p> <p>Organizational charts and topic sheets were completed to show how their topics went from broad to narrowed-down topics.</p> <p>Students compiled annotated bibliographies, which they later edited to suit their specific topics.</p> |
| 2.2 Demonstrate note-taking strategies to compile information | Liberal Arts #2 | I=18 D=30 | b,c, d | <p>Students completed a handout after reading material from their text about note-taking strategies.</p> |

| | | | | |
|------------------------------------------------------------------------|------------------------|----------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>from a variety of sources.</p> | | | | <p>Students practiced note-taking techniques in class with sources provided by the teacher</p> <p>Students submitted their notes for evaluation.</p> <p>Students worked in groups to take notes on articles and had to show the connections between ideas through their notes.</p> |
| <p>2.3 Prepare outlines and/or utilize similar planning tools</p> | <p>Liberal Arts #2</p> | <p>M=48</p> | <p>A,b,c,d</p> | <p>Students submitted outlines for evaluation by instructor for every research paper written.</p> <p>Ideas listed in outlines needed to show supporting sources and transitions of how ideas connected and how all ideas linked to the thesis.</p> <p>Graphic organizers were also used in the initial planning and organization of the essay.</p> |
| <p>2.4 Develop research thesis and/or hypothesis.</p> | <p>Liberal Arts #2</p> | <p>D=16 M=32</p> | <p>A,b,c,d</p> | <p>Students completed a handout after reading material from their text about developing a research thesis.</p> <p>Students submitted theses for evaluation by instructor for each research paper.</p> <p>Students had to provide sample thesis statements for a series of random topics; thesis were shared and critiqued by classmates based on specific criteria and then revised for improvement.</p> |
| <p>2.5 Define plagiarism and take the steps necessary to avoid it.</p> | <p>Liberal Arts #2</p> | <p>I=15 D=33</p> | <p>B,c,d</p> | <p>Students completed a handout after reading material from their text about plagiarism.</p> <p>Students performed a quiz on plagiarism and did activities in identifying usage of plagiarism in sample papers.</p> |

| | | | | |
|-----------------------------------------------------------------------------------------------------------|-----------------|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | Drafts were carefully scrutinized for plagiarism, and final drafts were not accepted until works were properly cited. |
| 3.1 Summarize source texts. | Liberal Arts #2 | I=10 D=38 | A,b,c,d | <p>Students completed a handout after reading material from their text about summarizing.</p> <p>Students submitted summaries of magazine articles after note taking.</p> <p>Quizzes and class activities on summarizing were done to assess their abilities to summarize.</p> |
| 3.2 Paraphrase source texts. | Liberal Arts #2 | I=13 D=35 | A,b,c,d | <p>Students completed a handout after reading material from their text about paraphrasing.</p> <p>Students had to identify good/bad paraphrasing from sample papers and explain why each example was good/bad.</p> <p>Students were required to paraphrase most of the information that was cited from resources.</p> |
| 3.3 Synthesize ideas gleaned from a variety of sources, along with their own opinions, into cogent prose. | Liberal Arts #2 | I=15 D=33 | A,b ,c | <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 looked at multiple articles on the same topic and were required to identify similar and different ideas and then</p> |

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | incorporate the similar ideas into a coherent synthesis in at least one research paper. |
| 3.4 Engage in concession and refutation of specific ideas to develop a thoughtful response to controversial material. | Liberal Arts #2 | I=13 D=19 M=16 | A,b,c,d | <p>Students wrote argumentative research papers which required concession and refutation of opposing points.</p> <p>Students were required to take the side of the ‘devil’s advocate’ in order to be able to see the opposing viewpoint and to recognize how to refute and/or concede a point.</p> |
| 3.5 Format formal papers utilizing the MLA style. | Liberal Arts #2 | D=48 | A,b,c,d | <p>Students submitted papers in MLA format.</p> <p>Computer lab sessions were held to practice and ensure that all were using MLA formatting and quizzes given for them to identify proper MLA usage.</p> <p>Students had to set up a template for their research papers following the MLA formatting guidelines.</p> <p>Papers, which did not follow the format, were returned for revision.</p> |
| 3.6 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 | Liberal Arts #2 | I=18 D=30 | A,b,c,d | <p>Students submitted papers utilizing MLA documentation style.</p> <p>Papers, which did not follow the format, were returned for revision.</p> <p>Initial papers which did not follow MLA format were docked heavily for points to ensure that they pay attention to formatting.</p> <p>Students practiced MLA documentation by revising samples of</p> |

| | | | | |
|-------------------------------------------------------------------------------------------------------------|-----------------|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------|
| end of the paper. | | | | works cited pages and peer editing first drafts. |
| 3.7 Write samples of a wide variety of rhetorical patterns. | Liberal Arts #2 | I=13 D=35 | A,b,c,d | Students submitted papers using the following rhetorical patterns: cause and effect, argumentative, and compare and contrast. |
| 3.8 Produce three papers, one in each of the areas of humanities, natural sciences, and social sciences. | Liberal Arts #2 | <i>I=13</i> <i>D=35</i> | A,b,c,d | Students produced papers in the areas of natural science, social sciences, and humanities. |
| 3.9 Produce three substantive research papers that demonstrate the skills identified in outcomes 3.1-3.7. | Liberal Arts #2 | <i>I=13</i> <i>D=35</i> | A,b,c,d | Students produced three substantive research papers throughout the course of the semester. |
| 3.10 Revise as necessary to produce written work predominately free from grammatical and mechanical errors. | Liberal Arts #2 | I=11 D=37 | A,b,c,d | Students presented papers for peer review and instructor evaluation. |

Additional observations: Students who performed the practice activities and did the extra homework activities showed progressive improvement in learning all the technical aspects of writing the research paper. In addition, students who not only did the above work but also attended class regularly were the ones who were able to produce papers that steadily improved with each submission of drafts as they were able to clearly identify their errors and knew how to make corrections for improvement.

There appeared to be an unusually large number of students who dropped out of the class. This semester I used a more workshop-type of structure in the class where they had to not only listen to a brief lecture but also produce some kind of work by the end of each session, that it seemed that right from the beginning, I was able to identify those who were serious and wanted to pass and those who were not. The weeding out/dropping out started earlier than mid-term (even though withdrawals for most of these students were not done until the withdrawal deadline) but made for a more pleasant second half of the term as those who were left were those who were

serious about the class. The few who made it to the end but did not pass were those who failed to submit at least one major paper and did not do all the work for that paper.

Special comments: grade distribution: A=2; B=14; C=17; D=4; F=11

Recommendations: I still recommend having less students in the class to ensure that there is more individual time for each student in order to more closely monitor each student's progress and grasp of concepts (even numbers as we do a lot of paired-work with partners).

Institution Learning Outcomes: (see fourth column above)

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

Signature: _____

Resida S. Keller, Instructor

Date: _____ May 17, 2013