

Review of Performance: EN120A, Expository Writing 1, Spring, 2012, 37 students
 Submitted by: John P. Ranahan

| SLO# | Program SLO# | I, D, M | Reflection/Comment |
|--|---|-----------------------|---|
| 1. Use all stages of the writing process: pre-writing, drafting, revising, when composing academic papers. | 1.1 Students will use all stages of the writing process. | D,M | 22/37 students used all stages of the writing process. They completed narrative and descriptive paragraphs, plus three essays (example, cause/effect, argumentative) during the semester. . 3/37 students received a grade of A. 5/37 students received a grade of B. These students demonstrated mastery of this SLO. 14/37 students received a grade of C, indicating that they demonstrated the ability use these stages. 5/37 students received a D, indicating that they at least were introduced to the stages. 10/37 failed for the semester. Attendance was much worse this semester. |
| 2. Write essays in various rhetorical patterns, such as example, comparison/contrast, classification, cause/effect, argumentative. | 2.1 Construct a thesis. 2.2 Develop the thesis using various expository modes to explain or analyze: <ul style="list-style-type: none"> • example • cause/effect • argumentative 2.3 Illustrate an awareness of the concepts of audience, | I D I,D | Students wrote thesis statements as part of the introductory paragraph in each of the rhetorical patterns. Students submitted essays following a rubric for each expository mode listed. Students submitted essays in the various rhetorical styles that attempted to illustrate an awareness of audience (they were writing for the instructor), purpose (the rhetorical style), and tone (the proper academic voice needed when writing expository essays. |

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| | <p>purpose, and tone.</p> <p>2.4 Draft a composition that exhibits unity, coherence, and logical organization of information.</p> <p>2.5 Use word processing software such as MS Word to format, draft, save, revise, and print compositions.</p> | <p>I</p> <p>I, D</p> | <p>Students used, with varying degrees of success, the organization to enhance the central idea of each essay, transitions appropriate to the rhetorical style to show how the ideas (paragraphs) connected, logical sequencing of ideas, and a title to reflect the content.</p> <p>Students presented all the essays typed in the MLA format.</p> |
| <p>3. Establish and defend a position in an argumentative essay.</p> | <p>3.1 Develop a thesis by applying elements of argumentation and persuasion.</p> | <p>I</p> | <p>Students wrote an argumentative essay that required library research, logical arguments, a clear stand on an issue, the use refutation, proper MLA documentation and citation formatting.</p> |

Additional observations: Make this introductory course to academic writing a year-long course. In the past, there was too much material to cover, given the writing abilities of many of the students who take this class. We reduced the number of essays to measure whether this would help students success. Clearly it did not, though the high number of failures stemmed more from students dropping out of the class rather than not completing the work. 15/37 (@41%) of the students received a grade of D or F this semester. Others

struggled to attain a minimal C grade. I believe that there is a need to make Expository Writing 1 a more successful experience for such a large percentage of the students.

Special comments: I used the Six Traits +1 grading rubric throughout the semester. The weekly grammar and vocabulary work added this semester helped the 8 students in the A/B range, as they were able to transfer the exercises to their writing. This work did little to remediate the problems the remaining students faced and continue to face. I must admit that it is dispiriting to teach this class.

Institution Learning Outcomes:

COM-FSM graduates will demonstrate that they can:

1. communicate effectively
2. employ critical thinking [*& problem solving*]
3. possess specific knowledge and skills in a major discipline or professional program of study
4. take responsibility and develop skills for learning
5. interact responsibly with people, cultures, and their environment

Program Name: General Education Core

| | ILO#1 | ILO#2 | ILO#3 | ILO#4 | ILO#5 |
|---------|-------|-------|-------|-------|-------|
| PLO 1.1 | X | | | | |
| PLO 2.1 | | X | | | |
| PLO 2.2 | | X | | | |
| PLO 2.3 | | | | | |
| PLO 2.4 | | X | | | |
| PLO 2.5 | | | | | |
| PLO 3.1 | X | | | | |

Goal 1: Communication

Students will be able to:

- 1.1 Write a clear, well-organized paper using documentation and quantitative tools when appropriate.

Goal 2: Critical Thinking and Problem Solving

Students will be able to:

- 2.1 Demonstrate the ability for independent thought and expression.

Signature:

John P. Ranahan, Instructor, 11 May 2012