

Review of Performance: EN110, Advanced Reading, Fall 2011, 23 students (EN110/3) and 21 students (EN 110/5)
Submitted by: Monica Rivera

SLO#	Program SLO#	I, D, M 11:00	Reflection/Comment
1.1 Define unfamiliar vocabulary.	Liberal Arts #2	M =44	Students defined unfamiliar vocabulary on handouts and discussed the effect of context on the meaning.
1.2 Locate facts and isolate details of a text.	Liberal Arts #2	M =44	Students completed handouts, which asked them to locate facts and isolate details of a text.
1.3 Retain specific facts and details from a text.	Liberal Arts #2	M=44	Students completed examination questions to demonstrate retention of specific facts and details from a text.
2.1 Identify the tone, mood, and voice of a literary text through an analysis of its linguistic features and literary devices.	Liberal Arts #2	D= 44	Students completed a handout after reading material that helped them to identify the tone, mood, and voice of a literary text through an analysis of its linguistic features and literary devices. Students participated in class and group discussions.
2.2 Identify the theme of a literary text and the ways it is embodied by formal elements.	Liberal Arts #2	D= 44	Students completed a handout after reading material that helped them to identify the theme of a literary text and the ways it is embodied by formal elements. Students participated in class and group discussions. Students identified themes on final examination.
2.3 Identify and analyze common semantic features such as connotation, denotation, and	Liberal Arts #2	D= 44	Students completed a handout after reading material that helped them to identify and analyze common semantic features such as connotation, denotation, and figures of speech. Students participated in class and group discussions.

figures of speech			
2.4 Distinguish between facts and opinions in a text.	Liberal Arts #2	D=44	Students demonstrated they could distinguish between fact in opinion through a handout and examination questions. Students participated in class and group discussions.
2.5 Evaluate ideas presented in a text by determining the rhetorical structures used to persuade readers.	Liberal Arts #2	D=44	Complete worksheets, take quizzes, and participate in group discussions and activities, which require determining rhetorical structures and their relationship with ideas. Students wrote short stories.
2.6 Recognize the implicit assumptions and values underlying a written work.	Liberal Arts #2	D=44	Students completed a handout after reading material that helped them to recognize the implicit assumptions and values underlying a written work. Students participated in class and group discussions.
3.1 Write a summary of a text that demonstrates an understanding of the main ideas of the text.	Liberal Arts #2	D=44	Students wrote a summary of a text that demonstrates an understanding of the main ideas of the text. Students participated in class and group discussions. Student groups prepared Powerpoint presentations with summaries of the semester's readings.
3.2 Write a paraphrase of a passage that demonstrates an understanding of the content of the passage.	Liberal Arts #2	D=44	Students wrote a summary of a text that demonstrates an understanding of the main ideas of the text by paraphrasing. Students participated in class and group discussions. Student groups prepared Powerpoint presentations with summaries of the semester's readings.
3.3 State the main idea of a text.	Liberal Arts #2	D=44	Students completed handouts, which asked them to identify the main idea of a text.

			Students participated in class and group discussions. Students identified the main idea of a text on the final exam.
3.4 Ascertain the meaning of a passage by identifying main ideas, supporting details, and logical or narrative sequences.	Liberal Arts #2	D=44	Students completed a handout after reading material from their text about identifying main ideas, supporting details, and logical or narrative sequences. Students participated in class and group discussions.

Additional observations:

- Students also composed original short stories based on a style in their texts.
- Students seemed to enjoy including artwork in their journal entries to understand story themes.
- Group Powerpoint presentations, which summarized the semester's readings significantly improved final exam performance compared to the midterm performance.

Special comments:

Grade	EN110/3 23 Students	EN 110/5 21 Students
A	9	9
B	7	2
C	5	6
D	0	1
F	2	3
Withdraw	2	4

Recommendations: None.

Signature: _____

Monica Rivera, Assistant Professor

Date: _____

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