

Review of Performance: (EN 110, Spring 2013, Advanced Reading, 8 students)

Submitted by: M. Christina Madison

<b>SLO#</b>	<b>Program SLO#</b>	<b>I, D, M</b>	<b>Reflection/Comment</b>
1.1 Define unfamiliar vocabulary.	1	I=9, D=6, M=3	<ul style="list-style-type: none"><li>• Students were required to make a list of unfamiliar words in the margins of their paper and then turn in their definitions after they looked it up. They also demonstrated the Cornell Note Taking System on the texts they've read. Not only did I request a dictionary definition but also quizzed those on what they thought a word meant in the context of the sentence without looking it up.</li></ul>
1.2 Locate facts and isolate details of a text.	1	I=9, D=6, M=3	<ul style="list-style-type: none"><li>• Through each guided reading we stopped and discussed the text at hand and students learned to locate facts which were illustrated through quizzes and handouts.</li></ul>
1.3 Retain specific facts and details from a text.	1	I=9, D=6, M=3	<ul style="list-style-type: none"><li>• Students learn to retain facts and details from the text and tested their knowledge through worksheets and quizzes.</li></ul>
2.1 Identify the tone, mood, and voice of a literary text through an analysis of its linguistic features and literary devices.	1	I=9, D=6, M=3	<ul style="list-style-type: none"><li>• Students were given handouts listing and describing the literary terms. We discussed in class what the tone and mood of the story was and other literary devices that were found.</li><li>• Students also demonstrated this through their final paper, a literary analysis of a text in MLA format.</li></ul>
2.2 Identify the theme of a literary text and the ways it is embodied by formal	1	I=9, D=6, M=3	<ul style="list-style-type: none"><li>• It was required to demonstrate this skill through their final literary analysis essay on a longer text.</li></ul>

elements.			
2.3 Identify and analyze common semantic features such as connotation, denotation, and figures of speech	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>This skill was demonstrated through handouts and discussions in class while evaluating a story.</li> </ul>
2.4 Distinguish between facts and opinions in a text.	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>Students were given handouts and quizzes to perform this outcome.</li> </ul>
2.5 Evaluate ideas presented in a text by determining the rhetorical structures used to persuade readers.	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>This outcome was achieved through the various guided readings in class.</li> <li>Students participated in group work where they worked together on the ideas from the text and used the same rhetorical structures to persuade their audience, such as a poem they've written or a short skit they performed in front of class.</li> </ul>
2.6 Recognize the implicit assumptions and values underlying a written work.	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>This skill was demonstrated through robust class discussions as well as their journal work where I extended the theme and values on each journal topic for further introspective analysis.</li> </ul>
3.1 Write a summary of a text that demonstrates an understanding of the main ideas of the text.	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>With each assigned text from the book, students were required to answer a question from discussions and writing from readings. I introduced the MLA format and then required them to hand in all their short essays in MLA format.</li> <li>Most of the students struggled with MLA format as well as synthesizing and demonstrating critical thinking about the readings.</li> </ul>

			<p>However, during the end of the course, for those who made it through the course, more and more started participating in class discussions as their interests and confidence grew.</p>
<p>3.2 Write a paraphrase of a passage that demonstrates an understanding of the content of the passage.</p>	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>• Students demonstrated this skill after I introduced and demonstrated paraphrasing through class discussions and handouts. This outcome was met through their required essays and final paper.</li> <li>• Students were required to choose two notable and respectable magazines in the library and summarized and paraphrased one article from each magazine. They also were asked to write a description of the magazine's intended audience.</li> <li>• Most students struggled with paraphrasing, and it was obvious that this was an area that needed more focus. By their final paper, however, most improved in this area, but students still needed guidance.</li> </ul>
<p>3.3 State the main idea of a text.</p>	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>• This was achieved through class discussions and short essay or quiz after each guided reading.</li> </ul>
<p>3.4 Ascertain the meaning of a passage by identifying main ideas, supporting details, and logical or narrative sequences.</p>	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>• Through handouts and class discussions, students learned to identify the meaning of a passage by narrowing down the supporting details, etc.</li> <li>• Most of the students who passed this course were able to demonstrate this through lively class discussions and group participation.</li> </ul>

3.5 Evaluate ideas presented in a text by determining their logical validity, their implications, and their relationship to ideas beyond the text.	1	I=9, D=6, M=3	<ul style="list-style-type: none"> <li>Students were required to evaluate ideas in the text through their short essays and journal assignments. We evaluated the logical validity and all their implications together beforehand, and I had asked them to ponder and respond to the text by how the essay's or story's message may or may not be relevant to them and their lives.</li> </ul>
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**Additional observations:** Most of the students in this particular course were freshmen. The ones who didn't make it dropped out early on primarily due to homework and intensive reading. While I actively engaged my students and stressed the importance of skillful reading to their college career, their overall insecurities as new students affected their desire and confidence.

**Special comments:** I found all of the students couldn't connect or relate to the readings in the required text. Time was mainly spent interpreting the cultural and historical context of each reading. More students connected to the multi-cultural readings I issued as additional worksheets and handouts.

Total grade distribution for this course: A= 0; B=1; C= 2; D= 3; F= 2

**Recommendations:** I believe there should be a prerequisite to this course or simply make it purely a remedial course. I also believe MLA should be introduced and demonstrated and practiced at this level. Reading is integral to writing and vice versa. Therefore, demonstrating their knowledge should be through writing and not through worksheets and discussions alone. Critical thinking and synthesizing should be introduced and demonstrated at this level because it will only help solidify what they've learned in future Expository Writing and Speech Communication courses, stressing the interconnectedness of the program.

Signature: \_\_\_\_\_

Maria C. Madison, Instructor

Date: \_\_\_\_\_