



2014-2015 Assessment Initiative Report

The following report on the 2014-2015 First-year Writing Program Assessment Initiative includes specific reports on the four phases of assessment conducted between January 2014 and April 2015, the General Education Subcommittee on Assessment's response and recommendations, two appendices (comprehensive data from the Phase I survey and Phase IV focus groups), and the worksheet from the 2013 Assessment Workshop Action Plan. Findings from each of the four phases are summarized in the specific reports. This work was made possible with support from the College of Arts & Sciences in the form of two Program Development Initiative (PDI) grants.

For more information about the 2014-2015 FYWP Assessment Initiative, please contact:

Director	Dr. Derek Mueller
Office/Campus Address	613M Pray-Harrold (6th Floor)
Office Phone Number	734-487-0971
Email	derek.mueller@emich.edu
Associate Director	Dr. Kate Pantelides
Office/Campus Address	613A Pray-Harrold (6th Floor)
Office Phone Number	734-487-0957
Email	kpanteli@emich.edu



2014-2015 Assessment Initiative Report Phase I: Survey on Program Outcomes

In April 2014, the First-year Writing Program circulated a 29-question survey to the program's 51-person instructional staff. The survey was available for two weeks, from April 5 through April 19. Twenty-three surveys were completed for a return rate of 45%. The survey results are summarized below.

The survey constituted the first phase of a three-phase assessment initiative. The second and third phases (portfolio review and e-portfolio platform pilot) are documented separately.

A PDF copy of the 2014 Survey on Program Outcomes is available [here](#).

Classification of Respondents (23 Total):

Graduate Assistants: 8

Part-Time Lecturer: 11

Full-Time Lecturer: 4

Tenure-track Faculty: 0

I would prefer not to say: 0

How often do you provide your students with a copy of the FYWP outcomes?

Outcomes are in the syllabus: 1

Outcomes are read together during first week: 1

Outcomes are in syllabus and discussed at least one other time: 8

Outcomes are in syllabus and discussed at least 2-4 other times: 11

Outcomes are in syllabus and discussed over 4 times: 2

Responses to questions 4-13 on Composing Process Outcomes

- A majority of responses indicated that **all five** of the CPOs are being met "Moderately Well."
- Most of the CPOs are covered during various aspects of the researched writing process (Annotated Bibliography, Research Proposal, Critical Analysis, etc.). However, many instructors feel like the CPOs are covered primarily in WRTG121



2014-2015 Assessment Initiative Report

The following report on the 2014-2015 First-year Writing Program Assessment Initiative includes specific reports on the four phases of assessment conducted between January 2014 and April 2015, the General Education Subcommittee on Assessment's response and recommendations, two appendices (comprehensive data from the Phase I survey and Phase IV focus groups), and the worksheet from the 2013 Assessment Workshop Action Plan. Findings from each of the four phases are summarized in the specific reports. This work was made possible with support from the College of Arts & Sciences in the form of two Program Development Initiative (PDI) grants.

For more information about the 2014-2015 FYWP Assessment Initiative, please contact:

Director	Dr. Derek Mueller
Office/Campus Address	613M Pray-Harrold (6th Floor)
Office Phone Number	734-487-0971
Email	derek.mueller@emich.edu
Associate Director	Dr. Kate Pantelides
Office/Campus Address	613A Pray-Harrold (6th Floor)
Office Phone Number	734-487-0957
Email	kpanteli@emich.edu

and have less direct bearing in WRTG120. As such, responses confirmed a need for differentiation of the outcomes across the two courses.

- Responses indicated that instructors do not have enough time to go over MLA formatting/grammar, and therefore do not grade or consider those components as highly as other aspects of the writing process.
- One of the highest trending concerns for instructors when assessing whether students met the CPOs are the disparity amongst students. Instructors have difficulty crafting assignments for both high achieving students and low achieving students.
- Student motivation is another repeated concern, as most instructors said that when they assign work that will help meet the CPOs (i.e. reading an article), students will not do the work or they come to class unprepared.

Responses to questions 14-25 on Learning Process Outcomes

- A majority of responses indicated that most of the LPOs are being met “Moderately Well,” while LPO.6, Reflection, is being met “Very Well.”
- One of the highest trending strategies used within the LPOs is allowing students to choose their own topic for researched writing or in-class free writes. Responses suggested that by giving students more freedom in selecting research topics, students appear to be more invested in the process. Similarly, reflective papers and cover letters allow students more freedom within the writing process.
- The highest trending concern within the LPOs is the lack of proactivity among students. Instructors noted that students do not seem to be seeking out resources (UWC, APC, etc.) provided to support them. Similarly, without prompting, instructors feel as though students are not asking when they have questions/concerns and instead will fail to complete assigned projects.
- Another primary concern is regarding technology use, as instructors state that access to technology is a challenge for some students.
- Responses to LPO.5 reflected ambiguity, as some respondents referred to “source use” (electronic sources, print sources, citations, etc.) and some referred to “resources” (UWC, APC, Office Hours, etc.).

Would you be in favor of reclassifying the current outcomes as program goals and incorporating a set of specific course outcomes for the WRTG120 and WRTG121 that could be used for project and portfolio assessment?

- **Yes** (21)
- Provided they are not restrictive
- Two lists will confuse students, we need to condense the list and put the goals into easy to understand language

Summary and Conclusions

The two leading concerns in the responses are 1) ambiguity in the CPO and LPO outcomes and 2) a lack of differentiation for outcomes operating across the two courses.

The established CPOs and LPOs are felt by many instructors to be overloaded and to hold too much weight within the program. Many see them as too vague to be accessible to students. Due to the unclear nature of these outcomes, instructors are using vastly different assignments in order to achieve the same outcome. For example, in LPO.6, some instructors stated students met the outcome by using various source mediums within their research paper. Contrastingly, other instructors claimed that students met the outcome by holding library days and advising students to go to the UWC/APC.

Another high frequency comment made by respondents was that some goals felt achievable by only one course within the FYWP. For example, respondents noted that LPO.2 was easier to achieve within WRTG120 when students are writing personal narratives. This indicates that separate outcomes should be made for WRTG120 and WRTG121 to assess student writing more effectively.

Consequently, on the basis of the 2014 Survey on Program Outcomes, we have determined that the program outcomes warrant revision.

For more information about the FYWP Assessment Initiative, Phase I, or this report, please contact:

Director	Dr. Derek Mueller
Office/Campus Address	613M Pray-Harrold (6th Floor)
Office Phone Number	734-487-0971
Email	derek.mueller@emich.edu
Associate Director	Dr. Kate Pantelides
Office/Campus Address	613A Pray-Harrold (6th Floor)
Office Phone Number	734-487-0957
Email	kpanteli@emich.edu

-end-



2014-2015 Assessment Initiative Report Phase II: Portfolio Assessment

In Winter 2014, the First-Year Writing (FYW) Program collected 30 randomly sampled portfolios. These portfolios were collected in coordination with instructional staff from students enrolled in *ENGL/WRTG121: Composition II: Researching the Public Experience*. To maintain a representative sample of student writing, students were not made aware of their portfolio inclusion in Phase II assessment. In May 2014, seven instructional staff (including the Dir. and Assoc. Dir.) convened for three days to read and assess the portfolios in relation to 1) existing program outcomes and 2) revised program outcomes based on findings from Phase I assessment.

Assessment Design

Each portfolio was read at least four times; two instructors read and assessed portfolios based on existing program outcomes, and two readers read and assessed portfolios based on provisionally revised program outcomes, which were fully adopted in June 2014. Additional instructors were asked to read and assess portfolios for which there was statistical disagreement.

Results

Ultimately only 29 portfolios were included in the sample because one randomly selected student did not complete the course. As each portfolio was collected, we recorded the following demographic information: instructor, name, major, email, portfolio format. Then, each portfolio was designated a number so that these identifying characteristics would not be shared with portfolio readers.

Portfolios were assessed based on the existing program outcomes and then the provisionally revised program outcomes. Then, the following metrics were recorded: page count, portfolio form, # of major assignments, and # of minor assignments. For each assignment, we took note of the following: pg. total, instructor grade, grade type, genre, # of sources and citation style. We also checked whether the following were included for each assignment: assignment sheet, rubric, reflection, and drafts.

The average portfolio page count was 30. The minimum page count was five and the maximum was 72. The average number of major assignments was three, and the

average number of minor assignments was two. On average, there were 3 reflections in the portfolios collected.

The aggregate inter-rater error margin for readings one and two was .21 (11.79 and 11.57); the aggregate error for readings three and four was .46 (11.21 and 11.69). We contend that the slightly larger margin between the third and fourth readings is because the first two readings applied outcomes used in the course, whereas the third and fourth readings applied outcomes that students and instructors were unaware of during the semester sampled. We believe this margin is both a reasonable and expected variation and, as such, the new outcomes appeared to be sufficiently applicable to writing samples (i.e., not too radical a correction away from established program standards).

Conclusions & Recommendations

Our findings were in line with the general recommendations of the program: that students complete 3 major assignments, supported by interim, incremental, and process-intensive assignments and subsequent reflection. However, we learned that students are not including in portfolios quite as much writing as our earlier program estimates articulate. Further, we found that the form and content of what a writing portfolio entails differs across the program. In scoring the portfolios, readers noted the difficulty of differentiating between our previous outcomes. Readers found the new outcomes more clearly and readily differentiated but requested further explication of the outcomes for students and instructors. Based on our findings, we recommend the following for further program development:

- Provide additional explanatory material for outcome application (different versions for students and instructors)
- Develop greater continuity in regard to portfolio development through individual observation and evaluation, program-wide discussion, and available models
- Address disparity between stated program writing goals (in regard to length and frequency of reflection) and existing dataset
- Develop student focus-groups to examine student reactions to revised outcomes
- Request technology within the classrooms to meet the requirements of our multimodal outcomes

For more information about the FYWP Assessment Initiative, Phase II, or this report, please contact:

Director	Dr. Derek Mueller
Office/Campus Address	613M Pray-Harrold (6th Floor)
Office Phone Number	734-487-0971
Email	derek.mueller@emich.edu

Associate Director
Office/Campus Address
Office Phone Number
Email

Dr. Kate Pantelides
613A Pray-Harrold (6th Floor)
734-487-0957
kpanteli@emich.edu

-end-

MyReviewers Evaluation: Eastern Michigan University Pilot

Evaluators: Brett Griffiths, Joe Torok, Kate Lutes

Summary

In general, we found the resources offered and promised by MyReviewers to be motivating and exciting. The ability to engage students in private, protected, online peer responses has powerful implications for both face-to-face and online teaching. Students and instructors liked the ability to insert comments and to point writers to quickly available educational resources to help with their writing via community comments. However, instructors and students encountered significant difficulties using some of the resources (such as custom comments), and students had difficulties reading comments from their peers and instructors and working through multiple sets of comments in the manner they received them. These difficulties were significant enough to cause all instructors in the pilot to modify/reduce/blend their use of MyReviewers in their current classes in order to maintain effective student learning.

Recommendation for Continued Piloting

Overall, we see a lot of potential in MyReviewers. Features like Community Comments, highlighting and sticky notes, as well as the basic online peer review system were well liked and utilized. We anticipate that as the MyReviewers developers continue to streamline the system, features that gave us trouble will improve students' productivity. However, MyReviewers is not refined enough to consider for program-wide adoption. The instability of the platform and the day-to-day "buggy" features make current pedagogical usability questionable. We suggest that any further use of MyReviewers in the winter semester be on a voluntary basis with ultimate adoption contingent on on-site, direct training provided by Joe Moxley. If satisfactory interface development occurs by the next academic year, we suggest revisiting discussions of adoption.

Methods of Analysis

Two evaluators integrated MyReviewers into their ENGL/WRTG120 course; the third, her ENGL/WRTG121. Each instructor used MyReviewers at least once per major project in lieu of traditional paper-based or other digital, web-based peer review (e. g., Google Drive).

We drew on class observations, direct student feedback, and anonymous surveys to compile this report. We present our data in two sections: **Instructor Evaluations** and **Student Evaluations**. Within each section, feedback is organized into three categories: **Resources**, evaluating the concepts of available tools as well as their actual or potential uses; **Layout**,

relating experiences with the interface itself; and **Usability**, referring to how easy or difficult it is to use the MyReviewers platform.

Evaluations

Features Analyzed

1. *Insert Comment: Instructors and students identified* insert comment was most helpful. However, students reported that they had trouble viewing some comments, either because they did not show up, they were not saved properly, or the scroll bars for their inserted comments were missing.
2. *Community Comments:* Instructors valued the availability of a reliable and in-platform set of educational references. However, the language was often too vague, cumbersome, and cold. Students really seemed to like the community comments, and there seemed a benefit for them to learn as they read through and selected the correct comment to insert. Here, again, some students were unable to view comments on their reviews. Customizing the comments, one of the key features of the tool, proved underdeveloped as a feature at this time.
3. *Grading Rubric:* (a) the rubric provided by MyReviewers provided detailed feedback to students through cursor-triggered pop-cursor displays.. When incorporating customized rubrics, this feature has high appeal. However, as currently devised, rubric descriptions seemed unclear (four categories for “critical thinking”) and hidden (pop-ups only occurred with direct engagement with text). (b) In order to return feedback on drafts, instructors and peers had to assign grades to the rubric. For some, this felt like an intrusion on the rapport built between student peers and student and instructor intended to establish drafting as a safe and low-stakes process. (c) Students did not use the rubric to understand the assignment or pursue reading the rubric features at all. This lack of interaction may be the result of several factors, including lack of attention from instructors, lack of matching language between instructors’ assignment and rubric, and lack of disambiguation in category titles in existing, pre-loaded rubrics.
4. *My Revision Plan:* My Revision plan was a resource added to MyReviewers about halfway through the pilot semester. This feature compiled students’ feedback and invited students to compose their revision plans. This feature was valued by students and instructors and was a crucial improvement in usability and pedagogical application.
5. *Navigation:* Interface seemed cumbersome, with instructors returning to the task drop-down menu for every change in tasks. Instructors, accustomed to hyperlinks and Google Drive, for example, noted they would like to be able to click back and forth between elements without having the added requirement of closing the current element, opening a new tool, or returning to the task menu. This feature directly affected ease of responding, because if an instructor transferred to another screen, for

example to see how students had responded in order to frame comments in that context, all other inserted comments were automatically deleted by the platform. Students and faculty reported “losing work” a fair number of times.

6. *Textbook*: Did not use.
7. *Ease of use*: Instructors found commenting on students’ pdfs quite easy. The drag-drop feature associated with community comments was exceptionally easy, and the automatic link to in-depth explanations about writing standards and audience expectations was nice. Our sense is that with a custom textbook, this would be even easier to use. Additionally, that instructors’ comments stay on students’ pdfs when they download their papers was a great benefit to the platform. However, students reported they could not see peer comments in the same manner.
8. *Indirect Problems*: We ran into a number of issues that were implicit in using the platform. These are not design issues, but they are considerations for running the platform.
 - a. Students encountered multiple server issues and were unable to access their peer drafts either due to poor connections in their homes, dorms, or in the classroom itself.
 - b. Some instructors found the asynchronous commenting, especially combined with community comments, to seem “colder” than peer reviews they observed in their “hard copy” reviews. Instructors moving from another asynchronous feedback approach (email, Google Drive, homework, etc.) did not note these problems.

Selected Student Feedback

- “I like the whole [Community Comments] thing, I am not only able to know what I did wrong but I am given a description of what the topic is and examples of how to use it and then I am able to fix what I did.”
- “The grading rubric is a little vague to me. It isn't really descriptive of what I'm grading it's just more of an overall grading system.”
- “It [the MyReviewers interface] seems very simple but when I tried to actually do it, there were some things I just didn't know how to use. I would just have to test it out a couple of times and mess around with it.”
- “It [the peer review interface] was all just a little to complicated and it needed to be more ‘right in front of you.’ Things were hard to find.”
- “The second time that I used MyReviewers was definitely better, because I didn't have any problems accessing the papers. Also, I found out how to use the annotation part better. I felt like I was more familiar/comfortable using it.”
- “All of the peer edit tools have glitches. It seemed like more trouble to do it on this website than it would to edit on a paper copy-- which defeats the purpose.”
- “Even though it was nice to get feedback from my peers, I was unable to read their feedback unless I downloaded my document from the website as a PDF.”

DIALOGUE WITH MYREVIEWERS ABOUT BUGS AND USABILITY

We submitted a midterm report and discussed concerns with the MyReviewers Team. We recommended changes to layout, including superficial features, such as increasing linking between resources, which was immediately addressed. We recommended making comments visible from multiple reviewers at a time, because students using Google Drive experienced success with this feature. . Such a feature allows students to see other people's reviews, including the instructor's, which helps them learn to comment. It also helps them see comments in context and weigh input side by side. (3) An option for checking off or replying to comments in the space. MyReviewers suggested such modifications could be incorporated into our platform but would be university-wide. Thus, additional departmental consideration is prudent before adopting the platform and the features useful to the university.



2014-2015 Assessment Initiative Report Phase IV: Student Focus Groups

In March of 2015, the First-Year Writing Program conducted five student focus group interview sessions, each thirty minutes in length. The focus groups ranged in attendance from four students to nine students adding up to the proposed total of thirty participants. Student responses addressed First-Year Writing curriculum, texts, resources, and classroom practice.

Focus Group Interview questions

1. How does your experience in first-year writing compare to other courses you're taking this semester? What is distinctive or challenging about this course in comparison to your other course experiences?
2. What did you expect a college first-year writing course to be? How does this course match these expectations? In what ways does it differ?
3. The course outcomes in WRTG121 are rhetorical practice, research process, style conventions, multimodal design, and reflective interaction... Can you connect your experiences in the course to any of these outcomes specifically? (Prompt outcomes individually). For instance, rhetorical practice. How has that connected to your learning/to the class?
4. What specific skills, writing assignments, and/or discussions may transfer to your other writing classes or life outside of academics/the university?
5. What are your thoughts about the textbook bundle in regard to value, use, relation to course outcomes?
6. What advice would you give to incoming WRTG121 students in order for them to succeed in the course?
7. How "useful" are the things that you're learning in the course? What might be applicable outside of the classroom?

8. What have you learned about writing in this course? What is your biggest takeaway?
(subquestion after question 4)

9. Is there anything missing in the course? What might you like to see change in the future? (subquestion for 5)

10. What has been particularly challenging in the course? What have you found “easy” in the course?

Transcript Excerpts

“[My] teacher has been very helpful through the year, going over specifically what she wants, how a paper should be written, whereas in other classes, they tell you 'here's your paper,' and they are not so distinctive with what they want. My instructor has really helped me with my papers [...] in order [to know] exactly what to do with my other papers.”

“We also were able to expand our project into more than a paper. You can do an infographic, a film, a comic book. She allows us to go out of our comfort zone to do something different.”

“[Before] any paper is due, we have peer reviews where we sit in groups and write three things we can work on and three questions, so we end up with a bunch of feedback on a bunch of our papers. That really helped me a lot because it's like somebody else reading the information and telling you their opinion on it. Also, my professor is really good at emailing back quickly.”

“I think we should have more papers or writing assignments in general. The fewer papers you have, the more weight they have on your grade. If you only have four papers and do poorly on one, you messed up.”

“I took an english 1 composition class at a different college and that was a different experience when I was expecting it to be the same. We do very little with grammar work and more with composition work, which is great and that's the main difference. Grammar vs. Composition.”

Summary

Most respondents enjoyed WRTG121 and thought that it was applicable to their other courses. Students consistently expressed a sense that substantial learning took place, and their expectations that the course would focus primarily on mechanical issues such as grammar, spelling, and sentence structure were quickly surpassed as they learned of the rhetorical focus, which they saw as useful and transferable numerous other writing

situations in the university and beyond. Most students thought that class discussions were valuable in understanding the dialogic and recursive qualities of situated writing processes. Many students offered suggestions to incoming students, which included maintaining regular attendance and participation, engaging in writing throughout the semester, and not waiting until the night before to draft any assignment. Students appreciated the program's commitment to writing as a process. Most found value in the sustained engagement with a single topic over the course of the semester. Although some students expressed concern with this framework, they reported understanding the benefits of a sustained focus, which include building a relationship with the work and recognizing such an approach as consistent with writing practiced both in upper division coursework and beyond the institution (i.e., in workplaces).

Recommendations

Based on focus group participant responses, the following areas surfaced as warranting attention in further program development:

1. Make more explicit connections between course curriculum and program outcomes;
2. Ensure that textbooks are used effectively and consistently across the program; and
3. Address the purpose of sustained engagement with one area of inquiry across the semester.

For more information about the FYWP Assessment Initiative, Phase IV, or this report, please contact:

Director	Dr. Derek Mueller
Office/Campus Address	613M Pray-Harrold (6th Floor)
Office Phone Number	734-487-0971
Email	derek.mueller@emich.edu

Associate Director	Dr. Kate Pantelides
Office/Campus Address	613A Pray-Harrold (6th Floor)
Office Phone Number	734-487-0957
Email	kpanteli@emich.edu

-end-

General Education: Response to Report on the Assessment of Student Learning for School Year 2014-15

(Response Rev. April 23, 2015)

DEPARTMENT/COURSE: English/Writing 121

Department and Program/Course Codes: ENGL/WRTG 121

Overview of Response from the Gen Ed Subcommittee on Assessment

Your program submitted plans to assess student learning on selected General Education learning outcomes

(<https://www.emich.edu/gened/learningoutcomes.php>). The report should: (1) describe the results of analyzing student performances on selected learning outcomes; (2) describe what the results mean or suggest for the course or program in terms of student learning; and, (3) based on findings of the above process, describe actions the program or course intends to implement.

Types of Responses to Report

Since the General Education Subcommittee on Assessment's goal is to support your efforts in creating a perpetual system to evaluate student learning toward meeting the General Education learning outcomes, the response includes observations, commendations, and suggestions. Your program faculty are the experts in what students should learn, how they should learn it, and how well students have met the program's learning outcomes. The programmatic or course assessment process you elected to use should provide you with analysis and information that inform decisions to enhance students' opportunities to learn and to meet selected General Education learning outcomes.

What were the results? *Describe the results of analyzing student performances on the selected learning outcomes.*

☒ Program/course has described results of analyzing student performances on SLOs

listed on the assessment report.

☐ Program/course needs to describe results of analyzing student performances on SLOs

listed on the assessment plans.

Observations, Commendations, or Suggestions: You have done a very commendable job of conceptualizing and engaging program instructors in a multi-tiered assessment initiative. First, you "surveyed all instructional staff to gauge the adequacy of existing program-level outcomes"; next, you purposefully selected and examined student portfolios; and finally, you piloted "MyReviewers," a software program designed to guide students through peer response. The first two assessments led you to revise

programmatic/course outcomes and principles. The final one led you to recommend changes to the MyReviewer team before making a decision about adoption. For the purposes of General Education assessment, the next step you need is to assess students' performance in terms of the General Education outcomes, which you propose to reshape.

What do the results mean or suggest for the program/course (the 'so what')? Describe what the results mean or suggest for the program or course in terms of student learning.

☒ Program/course has described what the results of analysis mean or suggest for

improving the program and the opportunities for students to learn.

☐ Program/course has not described what the results of analysis mean or suggest for

improving the program and the opportunities for students to learn.

Observations, Commendations, or Suggestions: The purpose of the first two assessments (survey and portfolio analysis) was to examine the program's learning outcomes and to propose any changes based on the findings, including changes to program principles of teaching writing—particularly to distinguish ENGL 121 from 120. Your analysis of the portfolios focused on continuity across courses in the program and raised questions about how to generate and sustain consistency. Your descriptive analysis and findings demonstrate that you are in the process of accomplishing these goals.

VII. What action does the program/course plan for purposes of enhancing opportunities for student learning?

Based on findings described above, describe actions the program plans to implement.

☒ Based on analysis of the results, the program/course has described actions it plans to

implement.

☐ The program/course has provided no evidence that the assessment plans informed

decisions.

Observations, Commendations, or Suggestions: The information on students' performances toward meeting selected learning outcomes gathered by the program and discussed among its faculty should inform curricular and programmatic decisions (in terms of assessing student learning, this process is often called, "closing the loop").

Overall, your assessment plans and practices appear to have provided you with findings critical to the growth of your program, particularly in creating opportunities for students to learn. The MyReview system sounds promising, especially for inviting students into the conversations of assessment.

In terms of next steps, consider proposing a formal change to the learning outcomes listed for General Education and ENGL 121. Since ENGL 121 represents a course and a program, it certainly makes sense to do so—and you have the assessment data to support such a proposal. Finally, your next report should include some of the data that shows how well students are meeting the revised outcomes, but that is for next time.

Peer Reviewers

Stephanie Casey, Sun Hae Jang, David Gore, Matt Hammond and Doug Baker

Voluntary Response to General Education Subcommittee on Assessment

If you would like to respond, comment or raise questions about the response to your program's report, please email Doug Baker, or another member of the committee.

General Education Subcommittee on Assessment

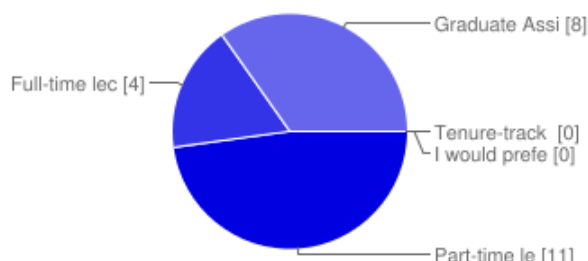
- CAS Rep: "W. Douglas Baker" <douglas.baker@emich.edu>
- CAS Rep: "Stephanie Casey" <scasey1@emich.edu>
- CHHS Rep: "Sun Hae Jang" <sjang3@emich.edu>
- COE Rep: TBA
- COT Rep: "David Gore" <dgore@emich.edu>
- COB Rep: "Matthew Hammond" <mhammon1@emich.edu>
- Director of Gen Ed: "Chris Foreman" <cforeman@emich.edu>

23 responses

[View all responses](#) [Publish analytics](#)

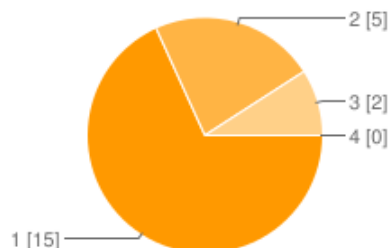
Summary

1. Which of the following instructional groupings best matches with your appointment at EMU?



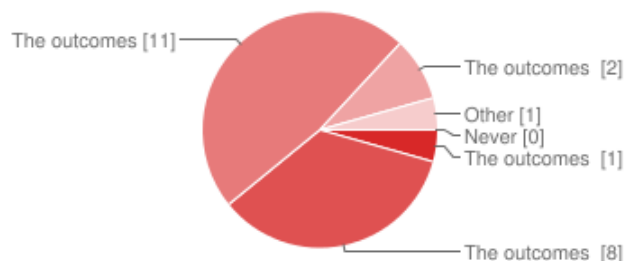
Part-time lecturer	11	47.8%
Full-time lecturer	4	17.4%
Graduate Assistant	8	34.8%
Tenure-track faculty	0	0%
I would prefer not to say	0	0%

2. How many sections of First-year Writing are you teaching in the Winter 2014 semester?



1	15	68.2%
2	5	22.7%
3	2	9.1%
4	0	0%

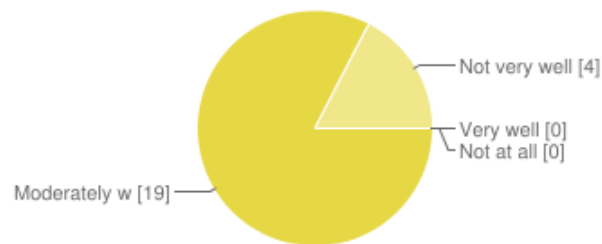
3. How often do you provide your students with a copy of the First-year Writing Program's outcomes?



Never	0	0%
The outcomes are in the syllabus, but I do not alert students to them after the first day of class.	1	4.3%
The outcomes are in the syllabus, and I discuss them with students at least one other time during the semester.	8	34.8%
The outcomes are in the syllabus, and I discuss them with students at least 2-4 other times during the semester.	11	47.8%
The outcomes are in the syllabus, and I discuss them with students more than four other times during the semester.	2	8.7%
Other	1	4.3%

Composing Process Outcomes

CPO.1.A. How well do you believe your students, in general, are meeting Composing Process Outcome #1?



Very well	0	0%
Moderately well	19	82.6%
Not very well	4	17.4%
Not at all	0	0%

CPO.1.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that below, as well.

They are assigned readings, but do poorly on quizzes on those readings. They may be able to employ critical reading, but they don't choose to in 121.

I did a worknets project for project one, where we worked with shared texts and students read one particular article in several different ways. I feel like they gained facility with critical reading and writing as we really sustained an engagement with a particular text at their reading level (they chose from two articles on Writing Spaces).

Written responses to short films about technology dependence; responses to various readings relating to the unit; assign "questions and connections" to be done on printed copies of their readings (highlights, marginal notes, etc. in which the student makes notes about what they relate to, identify main points, or notes questions that are still lingering).

I have my students write an annotated bibliography which they resist at first but then usually report that it was helpful and that it connected to a project in another class. This is probably the one assignment I see the most reported transfer with.

Some students come in to 121 with excellent critical reading skills and some students come in at such a deficit in this skill it is heart breaking. We work on critical reading all semester through writing questions about assigned readings, discussing texts, writing rhetorical precis for reading and research, analyzing and integrating research into their writing. Students improve a great deal in 121, but can I honestly say at the end they are, in general, excellent at critical reading and analysis? No. It's a 100-level course. That skill solidifies with time and more advanced courses.

I often ask students to annotate printed copies of articles that we read as a class or that they choose to read on their own as part of an assignment, so that I can look at their comments, questions, notes in the margins to assess their comprehension and approach to the text.

We don't spend a lot of time reading in class (though this will change next semester); we maybe look at a few articles a semester. When we DO read, I break them up into small groups to discuss questions and answer them for the larger group. We occasionally write responses to the articles, as well.

Group work on taking Double entry notes from selected news articles then comparing notes to discuss strategies for better reading. Examination and discussion of various genres in preparation for the CSW looking for a deeper understanding of how to read visual as well as textual meaning.

Together as a class we read, summarize, and discuss several articles before students are asked to find their own articles to read and summarize. All of the aforementioned summaries are posted to our course shell.

In English 120, I assign short Reading Notes assignments (in a specific format) along with each major reading assignment. The students who do the notes seem to have an easier time discussing the readings in their papers. This semester, many students skipped these assignments -- that is the main problem I have faced with this assignment. In English 121, I assign a short writing response with a couple of the early readings. When working on their major research paper, students write an Annotated Bibliography for the sources they find themselves. During one semester, I tried replacing the annotated bib with my "reading notes" idea above.

Reading critically and incorporating this reading into their writing

Students give daily oral reports on their reading. They are required to read a long text which includes demanding academic texts.

In Engl 121, I assign a number of read and respond (short) essays throughout the semester, generally within the first five-six weeks. The first unit assignment (an argument analysis) is built upon one of these initial read and respond essays, which requires synthesis (as does just about everything else). From what I have observed this semester, most students can summarize information fairly well, but many have trouble synthesizing and *retaining* information they've read, whether it be information from a scholarly source, a pop-culture source, or the textbook readings which introduce / apply Toulmin structure of argument (note: this synthesis difficulty goes beyond the usual difficulty with the warrant). I taught a synthesis assignment last semester in Engl 120, and laying that foundation then has helped (it seems to me) the 14 or 17 students who are currently in my Engl 121 class. I think teaching a summary / synthesis assignment as perhaps the last unit of Engl 120 would help Engl 121 students feel better prepared to handle sources. It also might help students comprehend and address the assignment criteria. I also find that the annotated bibliography assignment is an important piece in this regard. Getting students to actually read the assigned readings is the most difficult part. The attitude this semester has been the worst. To give them an incentive I started giving reading quizzes, which seemed to spark a small interest. I even had one student write in her Project 2 reflection letter that once she did the reading she understood the assignment better.

In-class activity: Rhetorical strategies in speeches (namely, the Gettysburg Address and the never-given In Event of Moon Disaster speech) The students determine what the purpose/goal of the speeches would be, then look for rhetorical strategies the writers use to achieve that goal. Assignment: Annotated bibliography In this assignment, the students not only summarize a source, but speculate as to what its audience and purpose might be, as well as discuss how useful the source will be to their research and why. This is one of the outcomes I worry over. I think it is critically important to know and be able to implement effective reading strategies, but run into issues with teaching and assessing it. Though I think my students are able to read critically with some success, I also feel that much of what I am asking them to read is not particularly complex or dense and worry they will not be prepared for the kinds of texts they might encounter later. I think my challenge with this outcome is training and time. Though I am a skilled reader, a lot of my knowledge is tacit and I need to learn more methods for both explaining how to read to students, as well as determine whether or not they are engaging with readings on more than a superficial level. With as much as needs to be crammed in to a single semester of Engl 121, I find myself running out of time to teach reading. Assessment of critical reading comprehension and analysis is also a challenge. If I ask for a written reflection on a piece, it is not always clear whether issues that arise in it are due to reading skills or due to composing skills.

Song lyric analysis – After a mini-lecture discussing different reading strategies in a prior class, I use a song with heavy symbolic content (Jay-Z/Kanye West's "No Church in the Wild" is a favorite) and have students break up into groups to analyze different portions of the lyrics. Students are encouraged to draw upon the different reading strategies mentioned in class (e.g., active reading notation) as they interpret lyrics. Students write an Exit Ticket in which they discuss what approaches they used to grapple with understanding the lyrics.

At the beginning of the semester, students are introduced to our course "Reading Strategies" Packet. This includes a number of strategies and techniques such as annotation, concept/visual mapping, text to ____ connections, and others. Whenever I assign a reading, I ask students to employ one or more of these methods along with providing an explicit purpose for the reading of the text.

We spend a lot of time working on CPO#1 throughout the semester, but the students seem to struggle with this activity the most. We do several close reading/note taking exercising, and practice writing critical responses using evidence from a selected text. In looking at final research essays, however, I find that students still struggle to figure out how/why to use sources in their paper to support their ideas.

Part of a TED talk assignment sheet: PURPOSE: Browsing TED's website is a way for us to explore our interests en route to writing our research paper proposal. Engaging with Logan LaPlante and Benjamin Bratton's lectures will broaden the conversation about the medium that's presenting us with information. TASK: Write two pages reflecting on these questions: 1). What do you think about Logan LaPlante's ideas of "hack schooling?" What would hack schooling look like in your daily life as a student at EMU taking a required course, completing required assignments? 2). After viewing at least two TED talks, what do you think of Benjamin Bratton's lecture? What specifically frustrates him about TED talks and did the talks you viewed commit these sins? PROCESS: 1). Watch Logan LaPlante's TEDx lecture on The Free Thought Project – use Google to find the links. Take what he says seriously and form opinions about it. Consider browsing the lovely and polite comments people have made on the site. 2). Read/view Benjamin Bratton's "We Need to Talk About TED" lecture/article on The Guardian. 3). Go on TED's website and view another lecture about a topic you are interested in. If it's helpful, watch several. Notice that there are tools for narrowing your search on TED's site. 4). Come to class ready to discuss, and be ready to share with us some of the ideas from the TED talk you chose to watch.

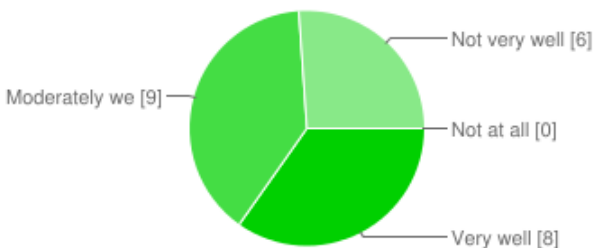
We paraphrase poems, and interpret famous quotations, such as Ben Franklin's "They that would give up essential liberty to obtain a little temporary safety deserve neither liberty, nor safety." They evaluate and discuss arguments from the Opinions page in The Echo. Mostly, they read and respond, verbally and in writing, to their classmates' assignments, workshop style, and we discuss the different reading strategies required of each assignment. I am also attentive to how well or poorly individual students respond to each assignment's (rubric) requests.

Reading notes and class discussions.

Using a common text, we practice marking up the text, making connections, and asking questions. We practice specific moves and noticing before, during, and after reading--e.g., what do I know about this topic? who is the intended audience?

I assigned worknets, which required in-depth reading in order to properly complete the assignment. My concerns with this assessment are that it's hard to measure a student's reading ability. First of all, it's hard to guarantee they do the reading. Then, it's also hard to find relevant reading material that is in-depth enough to challenge their critical reading skills.

CPO.2.A. How well do you believe your students, in general, are meeting Composing Process Outcome #2?



Very well	8	34.8%
Moderately well	9	39.1%
Not very well	6	26.1%
Not at all	0	0%

CPO.2.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome

or your means of assessing it, please feel free to note that, as well.

Part of my annotated bibliography assignment sheet: PURPOSE: By immersing yourself in scholarship particular to your research topic, you will move from a personal perspective on your topic to understanding and incorporating views from other perspectives. TASK: Present your knowledge on four CRAAP-test -passing sources by, in one paragraph for each, describing the information conveyed in each source and how it will be valuable (or not) in your research. I encourage you to smoothly-integrate one short quote from each source into each annotation. PROCESS: 1). I want us to try to find the highest-quality and most pertinent sources possible for our subjects. Ideally we will include academic, professional essays – but I understand that certain topics lend themselves better to other kinds of sources. Remember that there is a librarian in the Academic Projects Center who can help with source finding. 2). Read each article thoroughly with highlighter and pen in hand. 3). For each source, consider the following points (not all of which have to be included in each annotation); what are the source's: a). main questions, b). relevance/significance, c). methodology – what kind of approaches to interpretation the author has chosen to answer his/her questions, d). findings, e). implications, and f). knowledge gap – what the author claims is already known/assumed about the topic vs. what is still unknown/misunderstood.

I think that students have a hard time understanding what types of evidence are appropriate. They still want to use the first few results from a Google search, or they select scholarly sources that are impossible for them to understand. I have an assignment called Tracing/Mapping the conversation that asks them to think about who is talking about their topic, where, why, how, in what genres/media, where is it published, when, etc. and in Winter 2013 I got a lot of mileage out of this but in Winter 2014 my students did not connect with it at all. In the future I will slow this down and make this a required task with a writeup.

I would actually rate students between "not very well" and "moderately well" on this one, as the class is largely divided on those that experience success with this CPO and those that still need more practice. We do genre profiles in class where I bring in different genres (comic books, newspapers, magazine articles, etc.) and have students identify components/elements/conventions, and then recreate an example based on the conventions they were able to identify. Many are able to do this well enough of the surface, but have difficulty analyzing audience or paying attention to the details.

Assignment: Research paper All of the elements of this CPO are incorporated into the 7-10 page research paper my students write. The research process includes a research proposal for analyzing two possible options for an extended research paper; an annotated bibliography of at least 10 sources (which can be a combination of print, image, media, interview, and survey); a research blueprint outlining the information a writer will present and where/how he or she intends to use sources; and at least two drafts, both of which receive feedback from me and are discussed with peers in class.

In ENGL 120, the students complete a genre study, so they are asked to collect 4-6 samples of a particular genre as well as a "how-to" article related to that genre. They use research to find the sample genres. Since their research is limited in ENGL 120, how well they meet this CPO is also limited. I would like to incorporate a little more research in ENGL 120, if possible.

In 121, I assign a series of assignments: a "interests inventory" to find a topic, a research proposal, an annotated bibliography, observation notes, interview transcript and summary (or 2). Then the translate their research findings into a new genre for CSW. We do a reading exercise in class to discuss strategies for reading academic texts. (In 120, my students are required to choose their own topics for the first and second units. We do discuss strategies for finding a topic/piece to analyze)

We work in class on peer review to improve students' ability to integrate their research with their own writing. Students read selections from a variety of academic disciplines and are able to choose topics which most match their own research interests.

Double Entry Notebook checked frequently Inventory List for discovery of topic Research activities from databases emphasizing different disciplines approach to same subject

Early in their research process, students are required to fill out a research tracker. The assignment asks them to

provide information on several potential sources, such as who the author is, what sort of publication the source came from, and so on. It also asks for longer responses about how the student thinks the source could be used in their paper (to defend a point, to provide a counterargument for another source, etc.), so that its inclusion is more purposeful.

Students enter with very little experiences selecting their own topic and thesis; a mandated 120 course would help to scaffold this learning. Students have a hard time learning how and what to cite without this prior learning.

Research avenues brainstorming activity – Students receive inquiry questions and brainstorm a list of approaches/sources that would allow them to research an answer to the inquiry. Research essay proposals – In their proposals, students provide details about how they expect they will research their topics, including what modes of inquiry and sources they will likely pursue, all in the context of convincing the reader to approve their topics.

My first assignments always require interviews, face to face and via varied mediums, as the info-gathering approach of choice. They interview me for a feature article. They interview each other. My second assignment, which asks students to evaluate and advocate, ultimately to inform their peers, offers parameters for subject selection, but requests specific and varied sources tapped. I could do a better job with b), which has always been easier with my 225 students, who have a better grasp of academic disciplines. In 121, we do a lot of informal polling, work with asking the right questions, assessing types and applying tests of evidence, especially with their third and fourth assignments: to make, and support, arguments. I think I do a pretty good job of helping them see research as question-driven, and of assessing whether their sources are trustworthy, credible. In their research proposal assignment they need quite a bit of guidance, but once the steps to research are suggested they can employ research practices.

Our second unit is an 8-10 page research paper, in which I require both primary and secondary research along with both popular and scholarly sources. My students were able to understand the value of each. That said, my students do much of their researching outside of class, so it's hard to measure their research abilities outside of measuring their integration capabilities.

The Ethnographic Research Essay, Project 2 that is a six week project requires Community Research Journal (CRJ) responses (2 pg) every week for four weeks in a row and one In-depth Interview write-up (2pg). They also create a Google site that represents their chosen community with the Home page proposal (Project 1 LE1) and a blog that they write CRJ summaries each week. We also visit the library and meet with the Librarian. By the time we get to the six week they have written the equivalent of about 15 pages of writing so that when they start to write the final 8-10 page essay that have a good base of information to work with.

In English 121, we employ a variety of research methods and strategies from the beginning of the semester's brainstorming and topic choosing and throughout the entire research writing and gathering process. Various assignments include observations, interview, annotated bibliographies, developing research questions and problem-statements, and multiple genre writing assignments to convey their research projects.

For project two, we did an inquiry based research essay where students did an interview and then had some different types of sources to choose from-- mainly Halle Library database sources were emphasized. I feel that many did well with this assignment, but some ignored the basic requirements and used sources that are less credible/reliable (e.g., About.com). I allowed them to pick a topic of interest and tried to provide lots of support and guidance for understanding the research process. Some of them ignored the process assignments and thus didn't get very far with this. I required an interview and some different library sources, so they got practice with that type of inquiry, but there wasn't really a choice involved.

Research Project

1. Students had to find published examples of their unfamiliar genre. 2. Students had to find a focal article for analysis--though I directed them to possible sites. The level of required research was limited.

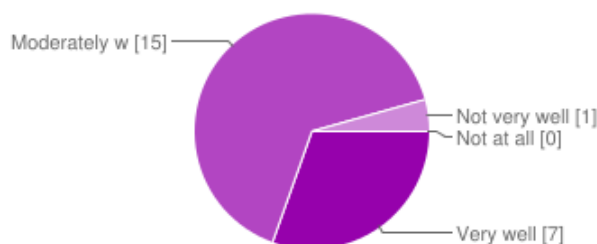
I respond in the same way as CPO 1. Some students come into 121 with excellent research skills and some students come in at such a deficit in this skill it is heart breaking. We work on research practices and processes all semester conducting primary research, learning strategies for interviewing; they learn how to use the

academic databases and vet sources; they practice researching beyond google, etc. Students improve a great deal in 121, but can I honestly say at the end they are, in general, excellent researchers by the end? No. It's a 100-level course. That skill solidifies with time and more advanced courses.

There are three assignments I use to attempt to address the research requirement for Engl 121: 1) Unit 2: Definition Argument; 2) Unit 3: Proposal Argument; and 3) Annotated Bibliography (this piece is written at the end of the semester, in conjunction with CSW and as a part of the invention process for Unit 3). The annotated bibliography is a key assignment that meets many of the above outcomes. (I use Steve Krause's chapter on a.bibs after I talk about the library's "Research 101 Tutorial: The Information Life Cycle"). For the purpose of comparison, Unit II portfolio's definition argument allows the use of credible pop culture / non-scholarly articles. Unit III's proposal argument requires the use of scholarly sources. Less-than-credible sources that pose counterarguments may be used as a means to support the central claim in either assignment. By the end of the semester, I find that most students are able to make the distinction between scholarly and non-scholarly articles. Although I do see the merits, I do not work with an ethnographic approach to research in this course. I feel it is more important to get students familiar with library resources and academic disciplinary conventions in a second-semester intro comp course. If I had the option, I would teach ethnographic research methodology/ observation and fieldwork in an Engl 120/ first semester class. (I would also teach a visual rhetoric / visual argument unit, with informal presentations at the end of the semester). This emphasis on Engl 121's "research" piece is, I think, what is unproductively blurring the lines between Engl 120 and Engl 121. I think they should *both* be research-oriented classes--different types of research, split between primary (fieldwork) and secondary (written sources) research--because I think one semester of research just doesn't adequately prepare students for academic success. I would like to integrate this notion of a non-peer reviewed, open-sourced, credible-by-experience "grey" literature into an Engl 121 class, but haven't had time. Also, the library research librarians are *not* on board with this idea, from what I have experienced. I would like to have the space to discuss fallacy in greater depth. This is a critical piece of social survival that I don't have adequate time or space to address.

Students write a proposal outlining at least two possible subjects for research. They offer a research question(s) for each topic, explain why it interests them, describe preliminary research they've done to determine what kind of scholarship exists about their topic, and describe possible ways they could approach researching and writing about the topic. Peer review is also used. Conferences.

CPO.3.A. How well do you believe your students, in general, are meeting Composing Process Outcome #3?



Very well	7	30.4%
Moderately well	15	65.2%
Not very well	1	4.3%
Not at all	0	0%

CPO.3.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

Assignment: Multi-genre book for CSW My students are required to transform their research paper into four different genres (one digital and the other three chosen from these four categories: News/Media Writing,

Personal/Private Writing, Journalistic/Professional Writing, and Imaginative Writing). We discuss and practice analyzing genres over several class periods. In making the transformation, the students need to make their new genres follow the appropriate conventions as much as possible while still incorporating aspects of their research.

Peer Review Group Genre Creation exercise where students after study of the conventions of genres and document design select a random genre, audience and purpose for a document the group must research conventions of genre, the audience and reasons for the purpose to present to class. This is in preparation for changing their own research into various genres for the CSW

Part of my "Book of the Dead" assignment sheet: SHORT VERSION: Rukeyser's poem sequence *The Book of the Dead* is an amazing example of how our choice of genre affects the ways we represent our research findings. Rukeyser could have written a newspaper article, shot a documentary film, or turned in a paper for her English 121 class, but she wrote a poem sequence. One very valid option for the "Genre Transformation" assignment is to mimic one or more of the poems in her set. LONG VERSION: RATIONALE: Muriel Rukeyser's poem *The Backside of the Academy* (attached) challenges the removal of poetry from everyday life, a criticism some people level against the college creative writing experience. Her trip to West Virginia in 1938 to document the Hawk's Nest Tunnel Disaster exemplifies the community involvement in which she believes art should actively participate. *The Book of the Dead*, her set of "documentary poems" that came out of the experience incorporates many genres and modes of narration. For the sake of this assignment, I want us to loosely mimic three of them: PLACE: In "Gauley Bridge," Rukeyser merges her narrative voice with the eye of a camera to ground us firmly in the real world. In this vein, meditate on your research's setting by crafting a lush and imaginative description. For more ideas, consider the Georges Perec *Species of Spaces* excerpt we read and the activity that accompanied it. HISTORY: Rukeyser's "West Virginia" provides us with an ironic, multi-voiced, often contradictory whirlwind summary of the state's founding. As Faulkner wrote, "The past is never dead. It's not even past." VOICE: Let us hear the voices of others, as Rukeyser generously does in "Absolom." You can manipulate written documents and other public language like advertisements and posters, or you can conduct interviews. Be conscientious and secure permission if necessary. Your character, the "mouthpiece" can also be largely fictional if that feels more appropriate.

Research essay proposal – Students must "pitch" their research topics with the scenario that their proposals are being read by an approval committee. Comic scripting / comic book creation – Students create comics based on their research papers in two stages. The first stage is writing a script in which they must adhere to the script submissions guidelines for the Dark Horse comics company. The second stage is creating an actual comic book based on their research essays, working within the conventions of the comic book genre.

I think this is best brought out during CSW, when students have the opportunity to employ genre/rhetorical analysis strategies and transform their research projects in English 121 for different audiences and rethink their purposes. During the semester, because our projects, are leading up to an "essay" I have found it difficult to often meet this CPO and struggle to find creative/innovative ways of demonstrating and employing it in the class.

Over the semester students write in many different genres or types of writing. Project 1 incorporates, crotches (short pieces of writing about themselves, a narrative Who they Are and Their Communities. At the end they pick one community and write a Proposal. Project two ends with a 8-10 pg essay as describe above. Project 3 is a transformational project. The students take their long Ethnographic essay and transform it into a comic with a splash page, a 6-panel comic and a double-page spread that is displayed during CSW. And over the course of the semester they are writing and creating a Google (digital) site that also represents their chosen community. The final Portfolio project has the students Revising the Ethnographic Research Essay learning how to integrate their research observations, interviews and research into a narrative story about their community. They also write a Reflection letters to me for Projects 1 & 2 and Reflection essays for Project 3 and Portfolio.

My assignments often offer genre choice, as in the argument made either in an essay, or in dialogue as a scene, screenplay. They write feature articles, letters, stories, essays, personal narratives--sometimes poems.

Then we talk about how audience expectations differ from genre to genre.

Worknets, research project, and transformation

We do a multigenre transformation assignment that works on these skills. We talk about conventions and noticing patterns and evaluating where students want to situate themselves along the spectrum of adhering to - > breaking away from genre conventions for their particular message, audience and purpose. We do a cool assignment that involves drawing a basset hound that helps them think about the way they use models as well as look at Picasso's art over time to see how he started adhering to conventions and as he progressed he broke convention then finally invented new conventions. I think these assignments help the students wrap their heads around this difficult concept. Again, they don't master this ability in 121, but they certainly understand its importance and work toward it.

As one of our initial lessons, students discuss what a research paper looks like/sounds like, using students' prior knowledge to flesh out some basic genre conventions. I then build upon those conventions, giving them more formalized vocabulary through HOCs/LOCs. In consequent sessions, we examine how best to approach a paper, looking at outlining, brainstorming techniques, etc.

In 120, students analyze a new genre (in the context of a specific social issue), write in the genre, and then write a paper that reflects on the experience of both analyzing the genre and writing in it and also discusses how the genre effectively communicates messages related to the social issue. Students also write an analysis of a piece that contains image and text -- they analyze the rhetorical context and appeals used in addition to the visual strategies. In 121, students translate their research paper into a new genre. We also study examples of ethnography to identify the conventions, the sequencing of information, ways evidence is incorporated, etc.

I distribute "Guidelines for Evaluating Essays" which enables students to respond to their fellow students' papers. They receive training in understanding the rhetorical audience for their essays and how well they have achieved their goals in communicating their ideas to their audience.

My students are working on a genre transformation of their research essay right now. I believe many of them are doing interesting work; but a lot of them are confused about the idea of audience (or were last time I talked to them). Many thought, well, my audience will stay the same-- the same people will view my poster as would read my essay. I had to explain that by virtue of being a different type of communication, their posters would necessarily reach different people. We have talked about not putting the whole essay on the poster. We'll see how it goes; I still need to look at what they come up with. With our research essay, we had a mentor text and a model to follow, so that was a bit of genre study and noticing of conventions.

I have a handout on quoting, paraphrasing, summarizing that I use (adapted from Purdue OWL, Lunsford, Hacker). I don't know that it has been super-effective. I feel that most students make appropriate rhetorical choices for their CSW projects--beyond that, I've observed that there is difficulty imagining the needs of different audiences that are not college students (esp. academic audiences). I do not know why this is--without making assumptions--and welcome some help in this area.

For Project One, the students read sample literacy narratives before writing a literacy narrative of their own. They create time lines, write literacy letters to me, and draw literacy life maps highlighting important moments/events in their lives as readers and as writers prior to drafting their literacy narratives. Project One, then, asks the students to write in a variety of genres as part of the writing process.

Portfolio revisions and overall rubric literacy help students focus on all of these aspects

I incorporated an adaptation of Jody Shipka's Statement of Goals and Choices that asks students to account for the choices they made, the choices made for them, to consider the materials used, and to connect those ideas with their purpose and audience. From their writing in response to my guided prompts, it seems that they are thinking through these things, though I think it still needs improvement.

Research was converted to an online digital platform of each student's choice - Twitter, blog, Facebook, Tumblr, etc. Students determine who their new audience is and choose the platform they feel is most effective in reaching that audience and communicating their information. They must employ strategies for attracting an audience (hash tags, following others of similar interests/engaging them in conversation, etc.) and follow the

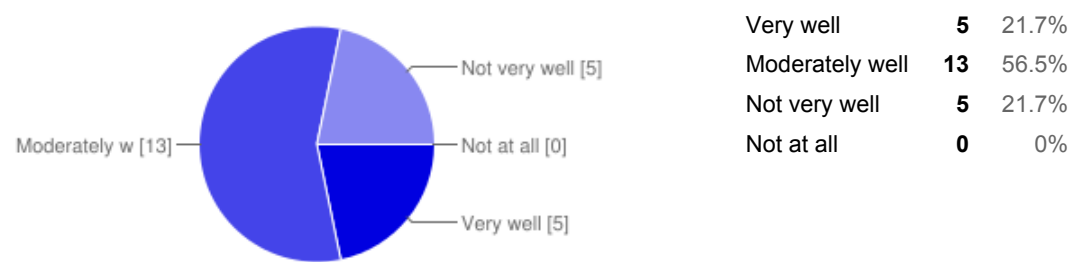
conventions of the platform for size and frequency of updates. Students are encouraged to think beyond their research paper and communicate in ways they can't in a traditional research paper - links to relevant videos, photos, infographics, articles, etc. - in order to help make their points.

In ENGL120, we did a genre analysis project, which taught students about rhetorical strategies and genre awareness. That said, students had trouble grasping this, since it was a short unit and because these topics require more time to digest and fully understand. I find my students still view me as their audience.

Overall students do pretty well with this after peer review and after they receive feedback on their drafts. I find it helpful to have students talk through components of this outcome, so review sessions often include having students talk about the choices they made and who they think their audience is based on the writing they have in front of them.

1. Creating an example of an unfamiliar genre after studying it. The rhetorical situation was stressed in forming it.

CPO.4.A. How well do you believe your students, in general, are meeting Composing Process Outcome #4?



CPO.4.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

We practice this skill all semester. I teach the students the ICE strategy (introduce, cite, explain/expand/evaluate/examine); we practice integrating research and talk about controlling the message where the author's voice is dominant and the research is fluidly woven in to illuminate and develop the ideas. In one assignment they find a song lyric that connects with their cultures, they introduce the song and context and connection to their culture, accurately cite an excerpt, then analyze the lyrics. This assignment is fun for them and gives them solid practice with this difficult skill. Students grow considerably in this area in 121, but again, they do not master it in this 100-level course.

I feel like I am starting from scratch teaching citations--particularly in-text citations, but also works cited pages, which is something I'd thought would have been at least introduced in high school, and addressed a little bit in Engl 120. I don't really feel this is the case. I get a lot of students who tell me they learned APA citation style in Engl 120, and that's what they're used to using for English classes. I feel, after drawing out and writing about the rhetorical situation (the six pieces of it according to Purdue OWL) for Unit 1, most students have a clear sense of the purpose / occasion / context of writing; as mentioned above, I feel they largely still struggle with audience.

We've done summarizing, paraphrasing, and direct quoting activities, along with using social media to help students condense their ideas. We've also done citation activities. The problem with this outcome is that I find it hard to heavily grade a student's MLA formatting. While this is a part of the rubric, it is a small percentage, since ENGL120 and 121 are more about developing solid ideas.

Discussed and used in various assignments throughout the semester. Discussing documentation for various

genres does not get the time it deserves by the end of the semester.

Use of Evidence class exercise – Students are given paragraphs and must identify the point being made and the evidence provided as well as evaluate whether this has been done effectively. If paragraphs are judged inadequate, students make suggestions about how to improve the writing so that evidence is used more effectively.

Again, the class is very divided on this ability. In class we spend time with a variety of sources (scholarly, popular, tertiary) and practice citing them. Assignments include creating annotated bibliographies, and source critique essays, and while not all students are able to do these assignments well, many are at least able to identify where the sources come from (and therefore assess their credibility) and discuss how they might use them in a research project.

My ENGL 120 students draw upon their own experiences well to support ideas in their writing, but they tend to struggle with incorporating evidence from other sources to support ideas. I assess how well they meet this outcome in all three of the Project Essays (Literacy Narrative, Unfamiliar Genre Study, and Interacting with Texts [reading like a writer to notice how authors use sources]).

We spend a lot of time with this one, and I believe all my assignments underscore the value and need of using apt evidence, while coming to see one's own experience as perhaps the most valid place to begin. Attribution, and in-text source citation are the ongoing challenges with respect to coaching complete documentation. In truth, my students do a better job of listing sources at the last than actually citing them within their work, proper. I have no concerns about my assessment of this outcome, but I'd say in general my students are not meeting this one AS moderately well as the others.

In their research essays, some students were very general and repetitive. Many struggled with citation. Many were marked down for doing it incorrectly.

In Project 1 the Literacy Memoir/Narrative, students had to select and focus on specific literacy events. They described the event through development of details, anecdote, and examples. In Project 3 Interacting with Texts, students had to respond to the ideas in their selected focal article, usually taking a stance of disagreement, agreement, and/or a combination.

In class discussion and writing prompts, they are able to make claims and back them up with evidence (sometimes with prompting from me). In writing, this is difficult for them. Citations are extremely challenging, and I think this could be fixed by a) working with a single citation system and b) requiring a handbook rather than directing them to the Purdue OWL.

I feel as though this is one of the weaker or less developed CPOs and I'm aware of how important it is as a skill for English 121. It often feels like it takes a backseat to other activities and in recent years, I've been trying to reflect and find more active learning strategies for making this productive and relevant in the classroom, especially as it is a core skill for research writing. It's also one of the skills that students tend to spend less time on or put in less effort for including learning and using resources for MLA or APA style.

Revising Project 2 essay and writing their final Reflection essay. Both require the incorporation of sources six for Project 2 and eight or more for the Reflection essay and a works cited page.

This is one that I particularly need to focus on. Students are good at finding sources, but have trouble supporting the quotations with evidence. We work on this by looking at different ways of leading into quotations (stock phrases like "According to X, ____" and so on) and discuss the necessity of pairing evidence with analysis. However, my students need more support on this, as this is what most students have difficulty with.

Portfolio revisions and overall rubric literacy help students focus on all of these aspects

Their annotated bibliographies, research papers and some other assignments all require doing this and for the most part only a couple students can do all of the above. Most can do one or two. Some can do none. Problems especially are in citing properly, or judging background information.

Students bring to class on peer review days their "Everyday Writer" in order to improve their mastery of MLA citation rules and to learn how to integrate their own ideas with evidence drawn from scholarly texts.

Part of one assignment sheet: PURPOSE: Ballenger asserts that the creation and passing of knowledge is a continual conversation. The purpose of this essay is to zoom out and see a larger part of the conversation that Christine Rosen is contributing to in her article "Virtual Friendship and the New Narcissism"... and to join in that conversation yourself. TASK: Relate the Rosen article to another source of your choosing, perhaps one that she quotes from in her article. On what points do they agree/disagree? How do they "talk to each other"?

PROCESS: 1). If you haven't already done it as part of class activities, read Christine Rosen's article in Ballenger, pp. 134-143, and complete the exercises on pages 118-120 + 133. Your answers to these exercises will not appear directly in your essay, but of course the ideas will help you with the general task. 2). Locate and digest another article, video, comic, etc. that, similarly to Christine Rosen's article, discusses the effects of Facebook on friend-making, privacy, generational divides, online communities, online etiquette, self image/presentation, and/or human interaction in general. 3). As page 133 in Ballenger encourages, add your own opinions based on personal experience.

This CPO poses the greatest challenge to my students. Students find, read, summarize, and cite sources, but, unless specifically required to put X number of sources in their writing (which I don't require because choosing X would be, at best, arbitrary), they don't end up actually using the sources they have found.

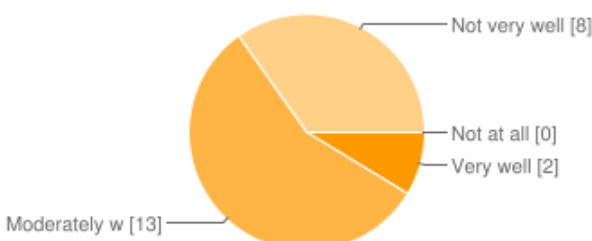
Half drafts of research paper are peer reviewed and collected by me for feedback and returned at the next class period so the student can proceed with direction.

Worknets, research project

In 120, the "Reading Notes" I described in question 1 helps students integrate quotes and summaries into their papers. We look at examples of "claims" and "evidence" many times throughout the semester. This semester, I tried a new activity where students added evidence to a couple of not-so-great paragraphs that I wrote. In 121, we read and analyze examples of ethnography, highlighting evidence from various sources - observation notes, interview data, library sources. They do the same with their own papers during revision.

In-class activity: Source scramble I provide my students with over twenty quotes, headlines, paragraphs, and images pertaining to a particular topic (e.g., gray wolf reintroduction in Yellowstone). These sources contain information that can be used to argue for or against the position (or for a middle-ground option, if the students choose), as well as some basic contextual information about the authors, etc. The students must use over half the sources, and so are forced to include sources that would counter their argument (whichever side they use) and thus practice incorporating and addressing counterargument as well as general source use. The students then write up a piece based on the evidence they've assembled. At the end of the activity, I also ask them how they would have argued the other side using the same sources. Assignment: Research paper I require students to use a mix of both academic/traditional and popular sources in their papers so that they have experience reading and citing several different kinds of sources. I also ask that, when they incorporate evidence, they make rhetorical choices about what aspects of their source to emphasize in the text (e.g., emphasizing that the author is a Harvard professor to increase a source's credibility).

CPO.5.A. How well do you believe your students, in general, are meeting Composing Process Outcome #5?



Very well	2	8.7%
Moderately well	13	56.5%
Not very well	8	34.8%
Not at all	0	0%

CPO.5.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

At the beginning of the semester, the students and I review "The Top Twenty" -- "the twenty most common error patterns among U.S. college students today" in *The Everyday Writer*, and I ask the students to identify at least two areas of concern that they would like to focus on improving in their writing over the course of the term. When they turn in Project One, I read the essay and look to see how well they have address the concerns that they identified. How well the students are meeting this CPO really varies each semester with the students in my course.

I have not found effective ways of teaching syntax and mechanics. I feel as though this is the most difficult CPO and I try to use mini-lessons and teaching in context to achieve its goals. I often feel as though it takes a backseat to other priorities.

Intermittently during the semester, we'll have mini-lessons on certain mechanical issues, if they occur with a majority of the students. I've done lessons on concision (especially while in the midst of the long-form research paper where students get wordy) and syntax. However, I'm not sure how best to monitor it or assess it. A majority of the mechanical errors I see in papers are typos or homonyms that would be overlooked by spell check.

Almost all formal assignments, for almost all students, fall under the category "not very well"--however, after many drafts of revision and comments from the instructor (but not from peers), they are able to rise to the "moderately well" level.

In the last few minutes of the last class each week (say Thursday if teaching a Tuesday/Thursday section), we do an activity called "Sentence-Level Revisions." For this activity, I provide a prompt sentence or scenario, and students have to write or re-write it different ways. This activity inevitably leads us into discussions of how many different ways there are to say something and why a writer might choose this way over that.

I ask my students to write for five minutes about a time they knew true terror, or did something out of character, without punctuation of any sort. Then, they swap compositions, and punctuate one another's work. We have grammar and usage contests, timed. They attend to mechanics most immediately when peer-reviewing drafts prior to submitting them to me.

Again, students come to EMU with a lifetime of disadvantages in this area. I point out "unintentional divergences" from convention in their writing all semester long. We begin working on understanding the rules after midterm conferences, where we for some review, for most introduce the building blocks of sentences, clauses, phrases, semi-colons, commas, etc. We do this work in in class writings, e.g., we look at an image/visual rhetoric, and write a sentence that explains the argument of the image, then we revise the sentence amplify the noun and verb choice, then we revise the sentence as a compound sentence, etc. Again, they improve a great deal, but do they master it? I wish....

In-class activity: Murder mystery game To practice identifying different issues that can crop up in writing, I have my students play a murder mystery game. They answer various questions about syntactical and mechanical conventions of SEE to discover who the murderer is. In-class activity: Noticing I will give my students several examples of sample text and ask them what they notice about the sentences, punctuation, etc. This is usually done after we talk about rhetorical strategies and image analysis and after we do noticing of the small things in citations so that the students have some experience with analytical noticing activities. Assignment: Revised versions of drafts When giving students feedback, I look for patterns of error in the text and advise them as to how to make changes, how to recognize the issue for themselves, and why those changes are necessary. I keep a record of what I have noticed in each student's writing and look for improvement on later drafts. Many of my students are doing very well (hence, choosing very well) with this, but there are always some that struggle. I'm still looking for ways to better teach long-term pattern recognition of divergence from SEE and to make learning about this kind of thing engaging instead of threatening or boring.

For the most part, grammar and mechanics errors do not detract from the overall understanding of the student's writing. We do not spend a lot of time on this CPO, except during guided self review. Guided self review follows peer review day, and by this time students are expected to have a more polished essay, so this review session looks at lower order concerns such as grammar, sentence structure, and word choice. I think students need more work in this area, but I am not sure how to address these concerns during class time.

I've worked some grammar and mechanics lessons into in-class writing responses. It seems to work well here. This is the area in which many students have difficulties. Because the class is structured around the idea of the Portfolio, students have the entire semester to work on issues of proofreading, mechanics and syntax in order to improve their writing.

I assess students' mastery of this outcome primarily through the essay assignments, using feedback on drafts to communicate when there are issues, and observing whether revised essays demonstrate that students have attempted to apply feedback regarding syntax and mechanics across their whole essay.

Throughout the semester I give the students who need the most help with sentence structure links to writing basics for the Purdue OWL. The final Portfolio requires the student to revise as a reader, a writer and a editor. This means we discuss and revise in class in these three specific ways.

Mostly I would assess my students' syntax and mechanics just based on the papers they hand in rather than having worksheet or anything like that. The main issues I see are overuse of passive voice, incorrect thesaurus-y use of overly complex words, inconsistent verb tense, parallel structure, and paragraph organization. I will give you the example I use for passive voice, which also has an audio/visual component. There's more to it than what appears below. 1). Transform a famous quote – from a movie, a song, a book, historical figures, whatever – from active voice into passive voice. It will be easiest if the sentence has a distinct subject and verb, and if it's a statement rather than a question or command. Don't just Yodaify it. The object needs to be acted upon by the subject. "Once upon a midnight dreary, while pondering was being done by me weak and weary." "A bigger boat is going to be needed by us." 2). Write about a very stressful moment in your life, and write it all in passive voice. Perhaps the first time you asked someone out / were asked out by someone. Perhaps your first ticket. Perhaps your first bar brawl. What effect does putting it in passive voice have on the whole vibe?

In both classes, I do mini-lessons on the top 3-4 grammar/mechanics issues I noticed in a set of papers. Also, I hand out a checklist for editing, which is introduced during reader review (with their own papers.)

Portfolio revisions and overall rubric literacy help students focus on all of these aspects

It is very difficult to meet the needs of some students with very poor backgrounds in the basics of English grammar.

Essay drafts. The only time I really touch on this with them is in my feedback on their drafts.

We have proof reading activities and I've created proof reading checklists. We also do peer review before turning in each unit. That said, like MLA formatting, I'm torn as to how much I should grade for their syntax and mechanics. Too often I find students are still struggling to develop their ideas, which is the primary concern. Plus, our department is unsure about whether it is our responsibility to teach them grammar rules.

Using the 20 Most Common Errors, students identified areas of need and were advised to tackle those first when proofreading. Although many students do not have a handle on let's say comma usage, I find the greater weakness is not taking the time to read a paper aloud and notice where conventions need fixing.

I looked at this a lot with project one and two. I try to give students feedback on how they are using grammar and punctuation in a little section that I bracket off in each half draft and full draft. I hope that they will apply this feedback to the rest of the paper. So far, it seems like not a lot of them are understanding the feedback or applying it. I have a hard time teaching grammar in a 121 class. We just don't seem to have a lot of time for a comma lesson, or time to explain what a subjects/verbs are. Some of them are just good at it. They seem to be in the minority. Most struggle with some aspect of Standard Edited English. I am wondering about how I can do a better job supporting this part of their study.

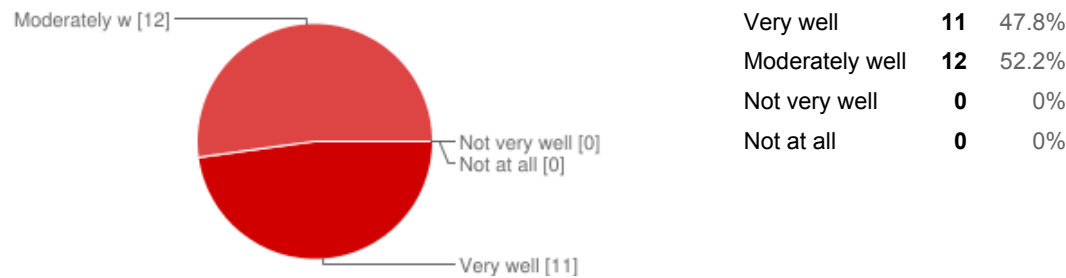
Syntax and Mechanics is always the last piece of my rubric, and it isn't something we talk about specifically in

class because I expect that they understand grammar, punctuation, and spelling. However, I still get papers that need extensive proofreading and will likely dedicate time in class in the future to revise AND edit.

I give feedback on this on their papers and conduct mini-lessons as needed in class.

Learning Process Outcomes

LPO.1.A. How well do you believe your students, in general, are meeting Learning Process Outcome #1?



LPO.1.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

In the portfolio reflective letter, students usually comment positively about getting to choose an article of their own for analysis (though I do require my approval).

My students seemed to appreciate having the chance to write about an area of personal interest for project two. Many of them commented on that in the reflective letter they turned in. The level of investment and engagement seems pretty high for most of them.

I let my students select what we were going to do for the CSW, which gave them agency over their work. I'm not sure it's fair to grade students on how interested they are in a subject. Just because they do/don't like a subject doesn't guarantee quality work.

I make a point of choosing projects that have some element of personalization, so that students are able to take pleasure in the subject matter or process. I also encourage students to consider their own reactions to texts and subject matters by having them first do reflective free writes and then discuss them in a larger group.

Responses via fast writes.

Peer reviews help students engage with their work and others

TASK: We all have songs that bear some kind of special significance in our lives. I think lots of us look at our lives like a narrative, and the music we listen to becomes the soundtrack. Pick a song that would be on your soundtrack, and describe why. It can be a popular (or obscure) song by a rock, rap, country, or whatever artist. Maybe a piece of classical music or a television theme song. Or maybe even a song a parent sang to you when you were a child. It doesn't have to be your current favorite song; think of the whole scope of your life so far and pick the song that most evokes a distinctive stage in your development into the person you are today.

PROCESS: Don't just answer all of these questions one-by-one; that wouldn't lead to a compelling piece of writing. You don't necessarily have to answer any of them. They're just here to give you ideas. 1). Give a basic description of the song. Who wrote it? Who is performing it? Where/when were you first introduced to it? What is the song's meaning? Is there a story around the original writing of the song? For example, Neil Young apparently wrote the famous rock song Ohio two hours after hearing about the Kent State Shootings in 1970. 2).

Think about the characteristics that classify a song as a particular type of music (for example, rhythm, instrumentation, intended audience). How do these characteristics factor into the piece of music you've chosen? 3). How does this piece of music augment other interests or activities in your life? Maybe it's attached to family car trips, warming up for a sporting event, or is featured in a favorite movie. 4). If the song has lyrics, please quote them at least once (briefly) in your paper in a way that supports something you've claimed about the song.

Most students are engaged in the major assignments for ENGL120/121 (personal narratives/research essay) as they get to choose their area of focus.

All semester, students choose the cultures about which they write. The purpose of each assignment is to teach others about something that is important to them, what it is like to be a member of x culture. They invest and engage because they benefit from getting other people to understand where they come from through their writing. Presentations and Interviews are specific assignments that demonstrate this investment and engagement.

Interests project builder: Students have to write about personal interests and curiosities they have (based on the idea discussed in class and mentioned in a reading from Bruce Ballenger's *The Curious Researcher* that choosing topics of personal interest helps the researcher stay engaged with the research process). Assessment of this outcome generally comes from whether students have chosen something from their interest PBs and how they discuss this choice in their reflective essays.

I allow my 121 students to choose their own research topics (with guidance from me). While this means I get papers on everything from why there should be birth control for men to why Wolverine is the X-man most likely to survive a nuclear war, it also means that my students are writing about their passions (and also sometimes having to be creative about finding suitable sources). I check in with them regularly (in class and in one-on-one conferences) to make sure they are still feeling confident and passionate about their topics. I also give my students a lot of choice when they select genres to transform their research into for the multi-genre books. Students are able to select the kinds of composing that most resonate with them and their topic (again, with guidance from me).

Because students are exposed to a number of different kinds of texts from a variety of different disciplines, they are nearly always able to find topics they are curious and excited about exploring.

I am constantly reminding students they are the movers and shakers and policy makers not of the future, but of the now, and that their ideas matter. They can choose to use this class as an opportunity to share those ideas, and seize the sphere of influence available. Most do. This is most clearly demonstrated in the Author's Showcase, with which I end each term.

With all the LPOs, I have asked students to reflect on all the list of outcomes and choose the ones that they feel they have met or pursued. Usually, we have a discussion about them & students volunteer some examples for each. In some semesters, I've had students play a "game" at the end of the semester -- the game asks them write about one outcome, then find a classmate who has written about the same outcome and swap stories. (then we repeat a few times.) In past semesters, I asked students to hand in two artifacts and a reflection for three outcomes.

They pick three LPOs for the final portfolio and include one to two pieces of writing they have done during the semester that demonstrates this LPO. Honestly some students get this and some don't. Even when we discuss Artifacts during the Ethnographic research project this takes time for them to understand. I have students create an LPO page in their website and insert or attach their evidence for the three LPOs they pick.

The creations for the CSW show how connected the writer has become to his/her subject in the way they display a great passion for taking the research they have worked on all semester and molding it into something to share.

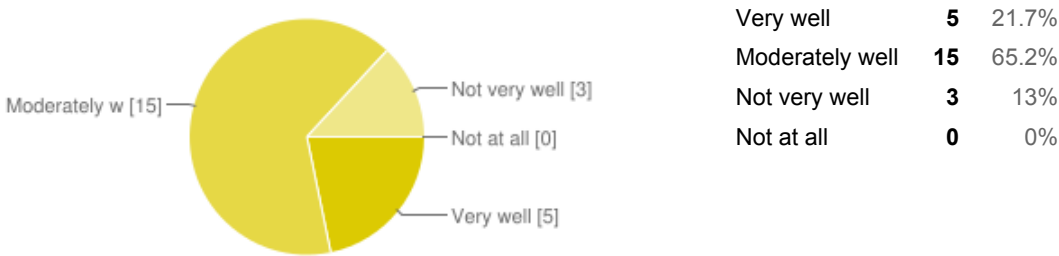
My students often write in their reflection letters that they felt invested and engaged because they are able to choose writing topics that are personally relevant.

I do see some improvement in the final portfolios of students who have attended class regularly and otherwise

been engaged in class.
Free Writes, research project

My sense of how students meet this LPO often comes out of the letters of reflection that they write to me when submitting one of their project essays. Students often write about their level of investment in a particular topic or project in the letter to me. Observing students' behavior in class also provides me with some formative assessment in terms of their investment and engagement.

LPO.2.A. How well do you believe your students, in general, are meeting Learning Process Outcome #2?



LPO.2.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

True audience and purpose helps students work towards this outcome in a viable manner

My assessment of this outcome comes primarily from student reflective essays for Project Packets in which they reveal how they feel about their work, as well as from discussion of research essay drafts in one-on-one conferences. Other than directly prompting students to address whether they feel their ideas are credible, I don't have a good sense of how to assess how well students have met this outcome.

When students get to use "I," they seem to have a better grasp of how this works.

By incorporating personal experience into their early assignments, students practice thinking about themselves and their ideas rather than having to write to a predetermined prompt. However, when it comes to research writing, I think this is difficult for students because they are often working with sources that are so far above them. Selecting sources at their level (interviews, popular media, books rather than or in addition to scholarly articles) may help with this and I plan to consider this in the future.

Students open the semester writing about a culture to which they belong, saxophone player, student athlete, individual with type 1 diabetes, etc. Few, if any, others in the room also belong to that culture, which helps them understand the knowledge/expertise based on life experience. They also conduct primary and secondary research on these cultures to see where their ideas/experiences fit in with the larger context.

Worknets, research project, transformation

I value their voices, and their experiences, and I believe they know it. I'll have to come back to this one, as I am running short on time just now.

Because my students are able to select their own topics and craft their own arguments about them, while supporting those arguments with research, they are assured their ideas have value. I assess and reinforce their with assignments like my research proposal and in-class work like Quick Writes and group dialogues about their topics. I also have two one-on-one conferences with each 121 student, which I model after writing center sessions—I as the instructor with expertise about writing and my student as the writer with expertise about his or her subject matter and content. The dialogue I have with students in these conferences allows me to gauge a

student's feelings regarding his or her topic or work.

Reading project essays and letters of reflections provide me with insight into this LPO. The literacy narrative in ENGL 120 provides students with an opportunity to write with confidence and authority about their personal experiences.

I allow my students to use "memory work" in their research writing, which lets their personal stories serve as credible examples. I find that this is hard to evaluate. They are often worried about grades and what I think of their writing despite efforts to reinforce their own knowledge and thinking.

Conferences where we talk through the research paper about midway through the process is a good place to get a sense of this.

well...I don't really give them a straight answer to the question "what do you want" or "what should I write about?" for the obvious reasons. I will cryptically answer other questions or emails until folks start to understand that they are allowed to make their own authorial / editorial decisions, but to do so within sound rhetorical parameters. I am surprised at how long this sometimes takes, but I do feel that most of my students leave class with a stronger sense of how to build and maintain credibility, and how that supports autonomy.

I approach the research paper with the assertion that the sources exist to support and facilitate their own ideas, that they are not supposed to just regurgitate what the sources say without making new meaning from what they've read. Many students get this, but some struggle.

Students tend to feel more confident in their abilities and what they bring to academics after having written several long-form papers. I encourage students to air their insecurities about their writing abilities early on in the class. They do free writes to think about their experiences and, consequently, to let me know what gives them trouble. By the end of the semester when I ask them to reflect on their experiences in the class and on their work, they almost always have gained some confidence in their abilities to engage in authoritative academic work.

This of course is a skill which takes years to master. In their undergraduate years, students are just beginning to develop their sense of style and authority as writers, but by the end of the term, many have made great strides in this area.

With all the LPOs, I have asked students to reflect on all the list of outcomes and choose the ones that they feel they have met or pursued. Usually, we have a discussion about them & students volunteer some examples for each. In some semesters, I've had students play a "game" at the end of the semester -- the game asks them write about one outcome, then find a classmate who has written about the same outcome and swap stories. (then we repeat a few times.) In past semesters, I asked students to hand in two artifacts and a reflection for three outcomes.

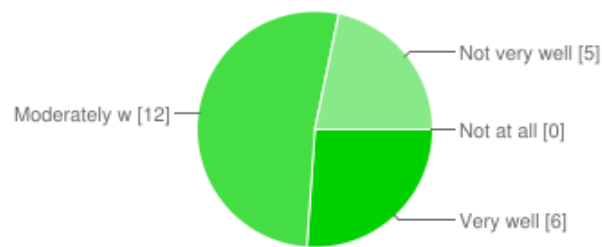
In my project two, I noticed the following: When they use sources, they have trouble keeping track of their own voices and explaining who is speaking. I have trouble distinguishing the "voice" of many students' paraphrases from their own writing voices, because they are doing things like citing at the end of a paragraph but not introducing a series of paraphrases/summaries. A few of them are getting the hang of academic writing as an opportunity for a conversation in which they are active participants. They are in the minority.

I see this happening more in ENGL120, when students are able to write from personal experience. In ENGL121, many students struggle to see themselves as academics writers, while others may have the reverse experience (seeing themselves as experts and therefore not needing to support their claims with research). Beyond reflection writing and in class discussion, I am not sure how to assess this.

See above

This is a tough LPO for freshmen especially simply because they are learning about autonomy in their personal lives while also trying to negotiate what it means in their academic lives. That's not to say we shouldn't be pushing them in this way.

LPO.3.A. How well do you believe your students, in general, are meeting Learning Process Outcome #3?



Very well	6	26.1%
Moderately well	12	52.2%
Not very well	5	21.7%
Not at all	0	0%

LPO.3.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

Because we discuss argumentation and the proper and fair use of evidence, students are urged to understand that most issues have two points of view and they are encouraged to avoid sweeping generalizations based on ideology or personal prejudice.

Peer review provides students with opportunities to take into account others' ideas and viewpoints, and my students exchange drafts in Response Workshop prior to the due date for every major essay. When we read class texts, i.e. "Superman and Me," we discuss the reading, the author's perspective, and our different reactions, understandings, and connections to the text.

Students need a little prompting and discussion of antithesis in the context of the research paper, but then the students take other viewpoints into account.

I do an anonymous "belief and behavior" survey at the terms outset, soliciting questions from the class and reporting results in the aggregate. At term's end, we do a "take a stand" or vote with your feet variation, when students must visibly "own" their opinions. Usually, by term's end, they have developed enuf trust to respect their differences, also.

This is something I struggle to incorporate into my class. I want students to engage with difference. I know that ethnography can support this, but I wonder how to engage with difference using inquiry based research? Is it through class readings and responses? Using documentaries? This is so important in terms of critical literacy, access, and power...I want my students to be presented with the writing of others that may conflict with their own beliefs and experiences and I want them to have the opportunity to respond. I think this should be incorporated explicitly into the FYW program.

We read and discussed a brief article by a CEO of an online company who gives a "grammar" test to applicants before hiring them. Most students did not agree--but it forced them to consider another perspective.

A reflection on what other perspectives they have discovered on their topic.

Research project ... we touched on antithetical arguments, but most of their final drafts did not address them.

We had a discussion of bias and a fast write about a video that discussed stereotyping. This was helpful in allowing some ideas that had not yet been aired in the class to be discussed. I could be better at accounting for/keeping track of this outcome.

I don't actually feel that this area is being covered as well as it might. I feel that I'd need the space to explore counterargument, fallacy, warrant. I feel that many students leave class still holding firm to unreasoned values that may not really be theirs. We were able to have a productive round-table discussion about cultural assumptions this semester, which helped with understanding warrant. But that wasn't really a classroom "activity"--it just happened.

Class lesson/presentation about avoiding bias and why it's important to remain neutral in a research paper.

We work on this skill all semester through readings, class discussions, in class writings.

Students practice with this LPO during group activities, and often address this LPO in their reflection letters,

providing examples from in-class workshops and group activities.

Peer reviews help students engage with their work and others

Students are given the option to use counterarguments in their paper after being given some in-class practice with them. They're also required to include a variety of sources.

In-class activity: The land-going shark and the aquatic bear One of the early activities I do to teach strategies for argument is to have my students debate whether a land-going shark or an aquatic bear would win in a fight. It's a low stakes argument, but it requires students to consider the stances of the opposing side and to work to acknowledge and also counter the other side's arguments. In-class activity: Counterarguments In a self review and dialogue about their research papers, students are asked to consider the different points of their argument and determine how someone arguing against them would counter those points. They also converse with other students, who try to think up additional counterarguments.

PURPOSE: The purpose of this assignment – for both student and instructor – is not to offer personal opinions on religion, sexual orientation, and Fox News. Its only purpose is as an exercise in close reading and a meditation on current ways that web-based media lures us to click on their sites. TASK: Use a close reading of two websites' content to evaluate the accuracy of their titles. Why do you think these titles were chosen? Where else have you noticed this brand of sensationalizing? Is it endemic to the internet as a whole? PROCESS: 1). On July 28th and 29th, 2013, two articles went very viral on Facebook and other social media sites. Google: a). BuzzFeed + Embarrassing + Reza Aslan, and b). Huffington Post + Pope Francis + Who am I to judge. Watch the video, read the article, and engage with the viewer comments. 2). An option for this assignment is to provide another online article or video that you think has a title similarly misrepresentative of its content. Also, feel free to look at other articles about Reza Aslan or Pope Francis to supplement a fuller knowledge of their portrayal in the media. GRADING: You will not be graded on whether or not you agree with the instructor that these titles are misrepresenting the content of the article and video. You will be graded on the sturdiness of your ideas given the language you use to express them.

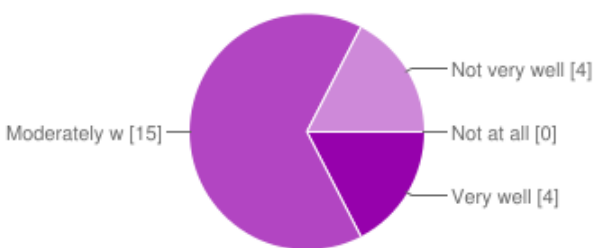
With all the LPOs, I have asked students to reflect on all the list of outcomes and choose the ones that they feel they have met or pursued. Usually, we have a discussion about them & students volunteer some examples for each. In some semesters, I've had students play a "game" at the end of the semester -- the game asks them write about one outcome, then find a classmate who has written about the same outcome and swap stories. (then we repeat a few times.) In past semesters, I asked students to hand in two artifacts and a reflection for three outcomes.

I'm our research writing, we talk about all vantage points, which shows them that there are views that differ from their own opinions. Students often have a hard time with incorporating rebuttals as they often worry that it will devalue their own writing.

See above

I assess this outcome primarily by looking at how students incorporate revision into their revised essays, particularly from peer review. On occasion, I can see this outcome being met when students make a change in how they approach their research essay content because of something they discovered in their research, although this circumstance doesn't manifest in every student's work.

LPO.4.A. How well do you believe your students, in general, are meeting Learning Process Outcome #4?



Very well	4	17.4%
Moderately well	15	65.2%
Not very well	4	17.4%
Not at all	0	0%

LPO.4.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

My chief challenge here is not with students who lack confidence, but with those who believe they are more capable, or competent, than I believe them to be.

In the case of the research paper with many drafts, some students are diligent about revising, while others don't revise. This revision is evidence of their perseverance and sense of agency to change the way their writing is perceived.

I would probably past in my assignment sheet for the main research project, which I used to call "We are the Experts," but I have since renamed "Place/History/Voice."

I need to split my answer: I feel overall, students are doing "moderately well" in the agency department, but are definitely struggling in terms of perseverance. I have considered changing the course theme to something other than food; I've gotten feedback that students are upset they can't choose their own topics (but they actually can and do choose their own topics...) I like having a central theme for continuity's sake, but also because it seems to minimize intentional plagiarism. But this might be negatively impacting perseverance--I'm not sure. Also--I taught a very similar version of this course at another university about ten years ago, without the same problems with perseverance. I don't have any activities that I use to gather evidence for perseverance; this is just my perception.

See LPO 2.

I'm not sure if this is directly related, but I usually found this group of 120 students wanted to "squeak by" and not really invest themselves in the assignments. Perhaps if they had competency and confidence, they would embrace the task at hand.

The Portfolio is the most obvious source of evidence which students submit at the end of the term which illustrates their ability to stick with a task and see it to its completion.

I give my students the opportunity to revise and resubmit essays if they would like to improve their grade on a particular assignment. This semester, I offered students three points extra credit if they did the following: 1) send me an appropriate, polished e-mail asking to set up a time to meet (we discussed what an appropriate e-mail looks like when it is being sent to an instructor) 2) meet with me for a writing conference to discuss the paper and ways to improve the draft 3) revise and resubmit the essay in the extra time allowed. Students who commit to revising their drafts and meeting with me demonstrate perseverance and benefit in many ways.

I am not sure how to assess this definitively, but when I see students struggle with an assignment (or resist an assignment/not finish an assignment), I often attribute it to lack of confidence in their ability to complete it, which may manifest itself in poor time management. I try to give students time to write about their experiences or frustrations during Just Writes/Fast Writes in class, which can give them a space to write about their concerns---most of the time it seems the feeling of being overwhelmed comes from either (a) poor time management and planning or (b) lack of desire or confidence to do the assignment. Writing through this can help, and sometimes I prompt students to share their experiences during group activities to help "group problem solve" and come up with a list of solutions together.

We work on this through individual conferencing. When I return assignments (in writing and in person) I talk to

them about what's working and what they need to keep pushing to improve. We continue these conversations all semester long, and this builds their confidence and competence. The literal assignment that demonstrates meeting this outcome is that on the last day of class they respond to a comment post on an online article from a professor who states that college students can't write. At the beginning of the semester, I think many students agree with this professor and believe they can't write. On the last day, they tear this post apart, talking about how college students can write, providing evidence from their own experiences.

By asking students to reflect on their choices and practice metacognition, they can identify strengths and weaknesses. In Peer Review I also ask students to point out areas in which they are confident and those which they feel need improvement. I also provide feedback that is intentionally positive (in addition to critical), and students explain in their portfolios at the end that this feedback helped them feel capable and confident as writers.

We spend 6 weeks on a 6-8 page paper and I have the students complete a half draft that I read and a full draft for peer review. This makes them work at their writing again and again, increasing their overall perseverance. Again, this is hard to assess. The only way I can truly think to assess this is to see whether they've reached the required page limit; however, this doesn't always accurately reflect a writer's abilities.

Peer reviews/portfolios help students engage with and reflect on their work and others

In-class activity: Self review and in-class dialogue Several times during the semester, I have my students go through a guided reflection/assessment of their own progress, determining what they feel they are doing well and what they still need to work on. During this process, they discuss their research with other students, allowing them to both gain experience presenting their ideas to other people as well as to get feedback from peers. Assignment: Digital genre presentation My students transform their research into one digital genre and present that genre to the class. This takes place at the end of the semester, so students have had the opportunity to do extensive research about their topic, as well as come to an understanding about genre and conventions. These presentations generally reflect a clear understanding of and comfortableness with their assignment.

Many of the students' default situation is to just ask me or to not do something if they feel confused. There is a reluctance to search out answers on their own, even in situations when I'd have to do the same thing. For example, when converting to their digital platforms, students with issues, error messages, etc. often did not consult the site's "help" link before turning to me for help despite my encouragement to them to do so.

This is a hard one to tell beyond the fact that the ones who complete the process all the way to the portfolio show this for the most part.

Reflective essays are my primary assessment tool, as I encourage students to write about challenges they faced and how they coped with them. I also see simply accomplishing the "big" assignments (research essay, CSW prep) as a demonstration of perseverance.

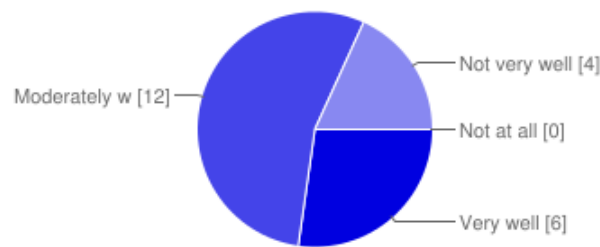
Worknets, research essay, transformation/presentation

With all the LPOs, I have asked students to reflect on all the list of outcomes and choose the ones that they feel they have met or pursued. Usually, we have a discussion about them & students volunteer some examples for each. In some semesters, I've had students play a "game" at the end of the semester -- the game asks them write about one outcome, then find a classmate who has written about the same outcome and swap stories. (then we repeat a few times.) In past semesters, I asked students to hand in two artifacts and a reflection for three outcomes.

See above - a lot of students pick this LPO

This is so general. I feel like the students who are still in my class are doing well with this outcome, with the exception of a couple. Some people skipped some process work, which doesn't really demonstrate perseverance.

LPO.5.A. How well do you believe your students, in general, are meeting Learning Process Outcome #5?



Very well	6	27.3%
Moderately well	12	54.5%
Not very well	4	18.2%
Not at all	0	0%

LPO.5.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

I did not find this LPO as applicable in English 120.

My students are seeking help from The Writing Center more frequently, but I still get a lot of tech-related "excuses," which tells me, among other things, they too often procrastinate, or have just become accustomed to blaming tech snafus. I do offer extra credit for visits to The Writing Center.

I assess this outcome primarily through the research essay and genre translation assignments, as both of these assignments demonstrate whether or not students have drawn on others/tech/etc. to help them produce the finished assignment, whether it be the content of the research essay (turning to experts/organizations related to their respective topics) or the art execution of the comic (choices of software, paper type, printing options).

I was thinking of this more in terms of source use and research, so to have it clarified in this way is helpful. I don't think many of my students are really seeking out help-- at the UWC, APC. A few, maybe. And almost no one has come to my office hours this term. To assess this in the future, perhaps I could informally poll students about their use of campus resources.

Our English 121 course focuses on student support services such as time management, study skills, etc. as well as ethnography-research based inquiry. Therefore, students are actively taking advantage of course/campus resources as well as seeking out resources from observations, interviews, library resources, and technology to produce and present their work.

Reflections on their achievements and frustrations along with plans for moving ahead help to see what they have done and help them to incorporate new ways of solving problems in their research.

I am often surprised and how many students struggle with resource use or are not proactive in seeking answers or information. I provide students with an abundance of resources early on in the semester, and remind students about the different types of resources available to them on campus (the writing center, the librarians, the library, student support services, CAPS, etc.) and online. I assess this outcome largely on their behavior/questions in class or through email, which often suggests that they have not looked for answers on their own. I would like to spend more time on this LPO in class.

Students are required to use several types of resources in their research papers, including online sources. We review where to find them (library, online databases, search engines) and how (using key words, reading abstracts, etc.).

For the most part students demonstrate their ability to seek out research ideas and use technology in their research papers. They still struggle overall with using resources like the library, and use the UWC and the instructor as resources.

In all assignments we discuss resource use varying from library databases to the UWC, talking with peers, etc. What resources did you use and why is a specific question that is assigned in reflections submitted with their major projects.

We do an activity called "source tracker" that requires them to find and cite 3 sources they plan to use in their

research essay.

Inclusion of primary and secondary research requirements help students learn means of such access to self-collected data

Access to technology is a challenge for some, and the laptop cart is a huge help in this area. Although I have marked "not very well," I feel that will change once there are more laptop carts available for classes.

I have conferences with students after the first project is due. At the very start of the semester, I want them to know where my office is, where they can find me, and what a one-to-one conference about their writing is like. I encourage them to use the University Writing Center and Academic Projects Center. Unless they let me know they have taken advantage of these resources, though, I do not know they have.

This is closely related to the last question. Resources are listed in the syllabus and I always urge students to use the writing center, the APC, and my office hours, but whether they use them is another issue. I also use conferences to assess/discuss this.

I try to make these resources more visible to students by introducing them to platforms like Google Drive where they can peer review outside of class, talking about the UWC, introducing them to the library's databases.

With all the LPOs, I have asked students to reflect on all the list of outcomes and choose the ones that they feel they have met or pursued. Usually, we have a discussion about them & students volunteer some examples for each. In some semesters, I've had students play a "game" at the end of the semester -- the game asks them write about one outcome, then find a classmate who has written about the same outcome and swap stories. (then we repeat a few times.) In past semesters, I asked students to hand in two artifacts and a reflection for three outcomes.

Students are encouraged to attend the Writing Center and to seek out help with technology on campus.

Transformation and presentations

In-class activity: Library visit I have Sarah Fabian lead a workshop during one class period to help my students familiarize themselves with the library's resources. In-class activity: Citation workshop I have my students practice looking up citations on Purdue OWL, as well as using Google and cross-referencing results when looking up less common citations that Purdue OWL does not include. In-class activity: Interview/survey workshop I have my students practice interview and survey strategies in class to encourage them to seek resources for their research outside of solely text-based sources. A tricky aspect of this LPO is understanding what resources students are and are not familiar with, especially in regard to technology. It is very easy to misjudge what are and are not commonly used technologies. It is also sometimes a challenge to integrate information about resources into the class, especially if those resources are not immediately applicable to all students.

See above - A lot of students with pick this on as well

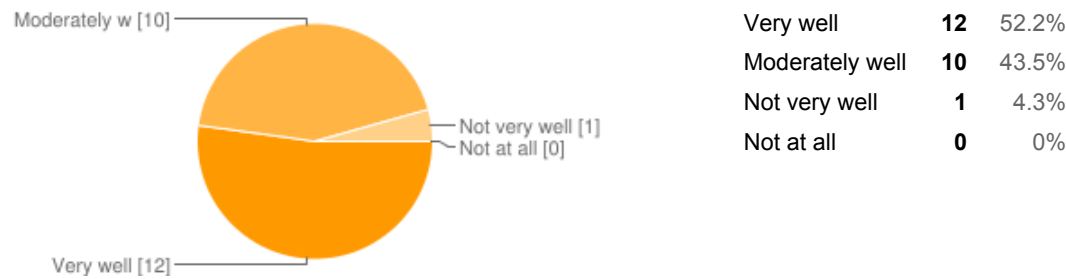
My students do not engage with resources available to them, no matter how often I present them. They do not seek out anything beyond what is immediately in front of them, and I would like to have an assignment that specifically requires them to do that so that they can see how valuable this is as a habit.

PURPOSE: We will all be doing a couple interviews for our LE2 research paper. The point of this assignment is twofold: 1). to help you manage your time by insisting that complete at least one of them in February, and 2). to try out integrating our findings into a coherent and compelling form like we will be doing more extensively for our research paper. TASK: Conduct an interview with an expert or non-expert related to your topic/question/ community ("expert" as defined by Ballenger). Compose a two-page account of the experience. If you have done more than one interview by the due date feel free to compare and contrast the two experiences.

PROCESS: 1). Locate a person associated with this profession and secure his/her permission for the interview. Refer throughout the process to Ballenger's "Living Sources" chapter; it contains all the tips you need. 2). Customize a set of interview questions, both specific and open-ended [refer to Ballenger, 102-103], 3). Conduct the interview, paraphrasing the subject's contributions in note form and/or recording them word-for-word. 4). Organize that interview into a two-page summary of the experience. Use about three direct quotes from the

interview experience, but don't let quotations dominate your paper. What did you learn? Did the experience go how you expected? Were there any obstacles? Did it give you any new ideas for research? Did your subject recommend any reading material? What more would you like to learn? For an excellent example, please see "Example Research Paper 1" on the course shell. GRADING CRITERIA: 1). Write at least two pages. 2). No interviewing family members. Be bold! 3). Design effective interview questions based on the prompts given above.

LPO.6.A. How well do you believe your students, in general, are meeting Learning Process Outcome #6?



LPO.6.B. What are one or two specific activities or assessment you use to obtain evidence for how well your students have met this outcome? If you have any concerns about this outcome or your means of assessing it, please feel free to note that, as well.

Some pick this and connect it to the letters they write me

Our major projects including essays include reflective process letters, which ask students to think about their progress as learners, students, writers, and researchers, and provide evidence, examples, etc. of their learning.

This outcome is mainly achieved through the peer review process in which students read and comment on each others' essays and in this way become more conscious of their choices in the writing process.

Every major project includes a reflection. Oftentimes, too, I use free write reflections on prior experiences to lead into discussions of certain topics. Students learn to hold themselves accountable for their methods or habits in the writing process.

We do several reflection writing assignments after each of the different projects, as well as several reflection "just writes" during class throughout the semester.

We do cover letters or reflection letters after every unit.

I assess this outcome primarily through the discussion students provide in their reflective essays with each unit's project packet and through choices made in revision of long essay assignments.

We have done a reflective letter/essay with every project; and I think the students are getting used to describing their choices and accounting for them in a reflection as described above.

Each unit is concluded with a reflection letter in their portfolio, which addresses specific prompts related to this outcome. I also use fast writes as a way of "checking in" on reflection.

We write reflections after completing each major project as part of the project portfolio they submit four times a semester.

The reflective cover letter on the final portfolio indicates that most students are, by the end of class, consciously aware of the impact of the rhetorical choices they make.

My students write letters of reflection to include in each Invention Portfolio. Occasionally, at the start of class, I ask students to free write about a prompt that may ask them to reflect on their learning, questions, or concerns in relation to a current project. I also ask the students to write a Reflective Essay with their Final Portfolio.

Assignment: Research proposal In addition to outlining potential research subjects, this assignment asks students to reflect on why a particular topic is of interest to them. Students are asked not only to choose research topics, but to explain why they believe those topics are worthy of research. Assignment: CSW reflection essay This assignment asks students to explain why they chose to transform their research into the genres they did. It also asks students to explain why they made the particular choices that they did during the transformation, explanations which often include explaining an awareness of audience and purpose, as well as how the conventions of particular genre serve to reach those audiences and achieve those purposes. I label this one moderately well because my students are aware they make choices and are beginning to understand there is some underlying reason for them, but are not always able to articulate what that reason is. That kind of deeper cognition will come with time, though, I think.

We do several reflections throughout the semester on whatever step we are on in the class. I push students to do more and more as the semester moves forward.

Here's the wording on my reflection letter for the portfolio: Please note, this is not a class evaluation; you'll have an opportunity to fill one of these out, of course. This is more of a self-assessment. Are there any aspects of writing that you will look at differently after our four months together? What specific activities, prompts, and reading assignments had the biggest effect on you, and why? What are you most confident in as a writer, and where do you need more work? Did anything surprise you during our time together? I would also like you to include what grade you should receive, and why. Have you read everything? Did you participate actively in class discussion? How was your attendance? What I'd really like to see you do is connect the "learning outcomes" listed on the syllabus to specific instances from your own research, writing, and revision and our classroom activities and discussions.

The students are required to respond to instructor comments in a comment response assignment, so overall the students do reflect on their choices, but often the assignment turns into the students agreeing or disagreeing with the instructor's comments and (with a couple exceptions) not reflecting on WHY they made the choice in the first place and WHY another choice might be more effective.

Reflective cover letters for each project and a final reflective essay about the course

With all the LPOs, I have asked students to reflect on all the list of outcomes and choose the ones that they feel they have met or pursued. Usually, we have a discussion about them & students volunteer some examples for each. In some semesters, I've had students play a "game" at the end of the semester -- the game asks them write about one outcome, then find a classmate who has written about the same outcome and swap stories. (then we repeat a few times.) In past semesters, I asked students to hand in two artifacts and a reflection for three outcomes.

I ask for written reflection with ALL my assignments, and what I get tells me they most often choose based on what they perceive will be easiest.

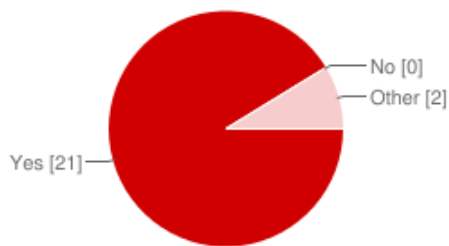
Every unit portfolio has a reflection letter, and the final portfolio has a more formal and lengthy reflection essay as the cover letter. These are framed by detailed prompts that ask students to consider their progress, their choices, their work, and moments of learning. I also ask them to do this in class quite frequently, either through writing prompts and discussion.

Metacognitive endnotes on all major projects -- which build to the metacognitive final

Focused class writes, a weekly journal posting, and portfolio reflective letters were primary ways to assess this outcome.

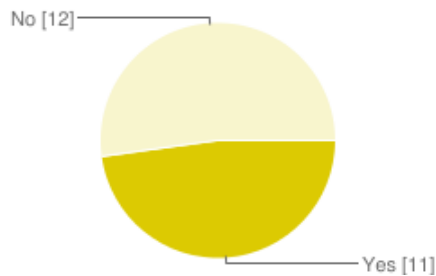
Additional Questions

4. Would you be in favor of reclassifying the current outcomes as "program goals" and incorporating a set of 5-6 specific course outcomes for ENGL/WRTG120 and ENGL/WRTG121 that could be used for project and portfolio assessment?



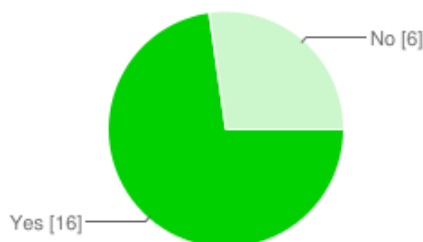
Yes	21	91.3%
No	0	0%
Other	2	8.7%

5. Are you interested in participating in the June 2014 review of portfolios from ENGL/WRTG121?



Yes	11	47.8%
No	12	52.2%

6. Would you be willing to meet one on one or in a small focus group to discuss the current FYWP outcomes?



Yes	16	72.7%
No	6	27.3%

7. If you answered 'yes' to either of the previous two questions, please enter your name and email address.

Pam McCombs pmcombs@emich.edu

Kate Lutes klutes@emich.edu

Ifix@emich.edu

Laurie Walker, lwalker@emich.edu

David Calonne dcalonne@emich.edu

Jackie Kauza jkauza@emich.edu

James Davis jdavi153@emich.edu

bsabo2@emich.edu

Chelsea Bromley cbromley@emich.edu

Jessie M. jmill156@emich.edu

Kimberly Pavlock, kpavlock@emich.edu

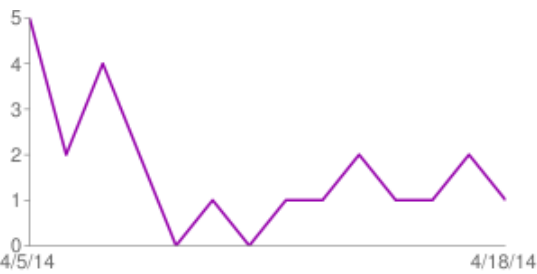
Sarah Primeau, sprimeau@emich.edu

Chelsea Lonsdale chelsealonsdale@gmail.com

Nicholas Mourning, nmournin@emich.edu

sstenlun@emich.edu

Number of daily responses



Transcription of Five half-hour Focus Groups

Interview 1.

1. How does your experience in first-year writing compare to other courses you're taking this semester? What is distinctive or challenging about this course in comparison to your other course experiences?

Harley: One thing about english 121 that might be a little bit more challenging is that we have more homework due, where a lot of my other classes, we just have three exams, and that's all that we are graded on. We have to keep up on a lot of things, like blogs, notes from the books we have, and things that can like be challenging, you have to keep up on the class before.

Bruce: I think this course is beneficial because you get to brush up on tools that you don't necessarily use every day. Tools that you might overlook, so in college you have to write papers, do a lot of writing assignments, so the more practice you have, the better you will be. I think that carries over.

Valentine: Being in this first year writing class, I noticed that my teacher has been very helpful through the year, going over specifically what she wants, how a paper should be written, where as in other classes, they tell you "here's your paper," and they are not so distinctive with what they want. My instructor has really helped me with my papers and in order to need to know exactly what to do with my other papers.

Leia: Out of all of the courses I am taking this semester, this is the easiest one. Because, I guess I like writing. It doesn't seem very hard. The only thing that seems challenging is remembering the rules and formats that he wants and stuff. Other than that, it's been very beneficial.

Petra: I also think I wasn't much of a writer before this course, I didn't like writing. But my instructor made me enjoy writing. She takes time with explaining what she wants thoroughly, so writing became pretty easy for me. The only challenging part is that I'm not used to writing 10 page papers. Other than that, I liked the course a lot.

Penny: I feel like the class isn't challenging. I felt like my skills have probably progressed, but I think that the instructor was a little picky. I guess what might be the most challenging part is sitting on a topic and trying to make it long enough.

2. What did you expect a college first-year writing course to be? How does this course match these expectations? In what ways does it differ?

Liara: Coming into the course, I thought it was going to be way harder than it was. It is difficult writing ten page papers, but not as hard as I thought it would be.

Bruce: This class is exactly what I thought it would be. Going over the things that we've already learned, but with more detail. one thing I didn't expect was, in my class isn't necessarily a lecture class, it's more of a discussion. You can kinda give your opinion, then the teacher gives their opinion, and somewhere between, you can meet. It's a fun process, as opposed to just sitting there getting lectured.

Ned: I haven't taken an English class in like 6 or 7 years, but it felt like a normal HS class. Coming into college a little late, I thought it would be a little harder, but it's really not.

Harley: I thought this class was gonna be exactly how it is. I knew it wasn't going to be easy writing the paper, but its the work I thought it was going to be, but it helps that my teacher is really hands on

Catherine: I expected a lot more papers. Not just one paper and really really in depth, which, I do like it, because you get to pick it apart more, but I expected a lot more papers.

3. The course outcomes in WRTG121 are rhetorical practice, research process, style conventions, multimodal design, and reflective interaction... Can you connect your experiences in the course to any of these outcomes specifically? (Prompt outcomes individually). For instance, rhetorical practice. How has that connected to your learning/to the class?

Bruce: Brushing up on the knowhow. I mean, of course we all know how to research, but there are some tricks that make research even easier. I have like three classes that I do papers for, and I had a research paper in all of them, so learning little things kind of helped with it.

Petra: My classes consist of writing a lot of papers, but I never had to write a research paper, which was a lot different than actually just putting a normal citation page. It was way more in depth and specific, so it was a little more challenging to write the first research paper.

Martina: The whole research paper thing was easy for me, because most of the topics in my classes kind of intertwined. For English, like Floyd or Marks, they were also talked about in my sociology class, so when we had to write the research paper, it was kind of easy to just pull from those classes.

Joe: Style conventions. Feel like that's connected to your learning in class yet?

Chris: Each professor is going to want your work in whatever style they choose and you have to know how to do that. So, that's beneficial. Multimodal design: How do you feel that has connected to your learning in class?

Liara: During our research paper process, she taught us how to use a database, so I learned something new. I learned a new place to get info from.

Petra: For our last project, she is allowing us to do it in many different ways, so we chose to present ours in a film form, so that was pretty cool.

Valentine: We also were able to expand our project into more than a paper. You can do an info graphic, a film, a comic book. She allows us to go out of our comfort zone to do something different.

Joe: Reflective interaction:

Catherine: It's really helpful because with whatever questions we have with our writing we can go to a friend in the class or the teacher. I found that emailing the teacher was very helpful, she's very in depth. She helps you pick apart the paper and make it a lot better.

Petra: In my class, before any paper is due, we have peer reviews where we sit in groups and write three things we can work on and three questions, so we end up with a bunch of feedback on a bunch of our papers. That really helped me a lot because it's like somebody else reading the information and telling you their opinion on it. Also, my professor is really good at emailing back quickly.

Penny: Our teacher also does peer reviews, which are helpful. After we turn in our papers, we sign up to have a meeting with our instructors. It's like 5 minutes, but it's very useful. It's very cool getting a one on one.

Martina: I think this was very helpful because it's nice to see if your paper is interesting or if it's boring, and you want to know that before you have your instructor read it, and that's what I really like about this class. Because If I read my own writing, I'm going to like it automatically, so it's nice to see others' opinions about it.

4. What specific skills, writing assignments, and/or discussions may transfer to your other writing classes or life outside of academics/the university?

Catherine: Pretty much everything, because the way you pick apart and you never turn in a first draft, so you always have to redo and redo and it's never really perfect and I think that can really project into life because the first time is never good enough. Never the best.

Harley: I think that it's beneficial to like my future classes because now I have something to go off when I'm writing future research papers.

Bruce: With my class being like an open discussion, you have to be able to elaborate on your thoughts. If not, people will just look at you until you do. Being able to elaborate on your thoughts benefits you in real life, and in writing because when you are writing a 5 page paper, and you have two topics. That can be tough.[00:15:20]

5. What are your thoughts about the textbook bundle in regard to value, use, relation to course outcomes?

Bruce: I don't think you need the textbooks. Last semester I didn't use any textbooks and got a 3.0 last semester.

Petra: I also did not use the book at all. I think my instructor was pretty specific, so we didn't elaborate on the book at all in 120 and 121.

Penny: The teacher assigned people to read chapters and present them to the class, and I was never one of them, so I never touched the book.

He assigned the readings or whatever, but when he assigned the papers and we had to focus on one author in the book. [00:16:22] That was the only time I ever used

it, When I thought I knew a little bit about the person, I chose one I thought I could really get in depth about.

Catherine: In english 120, I didn't buy the book, and in 121, it's just busy work because she had us do outlines of all the books. Other than that, she was pretty thorough, but other than that, I didn't touch it.

Harley: I never took english 120. I took speech. I don't really like the comic book. I don't find it beneficial. It doesn't get to the point as well as the spiral one. I like taking notes from that one better.

Valentine: I'm in the same class, and I'm the opposite. I like the comic and not the spiral. I feel like the comic is easy to read, I pick up on it, but the other one I don't understand as well.

Petra: I also don't like the comic. It seems really childish, and I don't enjoy reading it at all. I think they should change the look.

Martina: I didn't buy the bundle, so I didn't use it. But I did buy the literature book.

6. What advice would you give to incoming 121 students in order for them to succeed in the course?

Bruce: Go to class. It's not mandatory, but go!

Valentine: Basically, keep up with everything. It's an easy class if you turn stuff in when it's due. Obviously the essay is the biggest part and my instructor sets dates and has in-class time. Just follow along with it and you'll be fine.

Liara: Participating in class discussions. It makes it easier to pay attention.

Martina: Start working on the paper as soon as possible. If you wait until the last minute, it's going to be really hard and it will probably be a bad paper.

7. How “useful” are the things that you’re learning in the course? What might be applicable outside of the classroom?

Petra: I thought this course was very useful because I believe the way you write affects the way you speak as well. Basically anything you go into, you will need to

speak well, so I think it is very helpful in that sense, and you can use that outside of the classroom.

Catherine: I think it's really useful because you do have to be able to communicate with writing and we also have to do a couple presentations. Not long, but we do have to speak in front of people and that's a really useful skill to have.

Penny: In my class, writing is very useful because the instructor likes it better when you write about your own ideas rather than writing about other people's stuff. He let's you do what you want. I think this is useful because in other classes, you might be more open minded and have more to say.

9. Is there anything missing in the course? What might you like to see change in the future?

Catherine: I don't think anything is missing. it goes in depth and helps us figure out how to have our own voice in the research paper and how to do a research paper.

Martina: I agree with her because like Jessica said, he really just lets us write about whatever we want and you can't go wrong with writing about how you feel, and you don't have to do a lot of research about your own ideas.

Petra: I don't believe anything is missing. My instructor didn't use a static format. She allowed us to write freely, and that helped. In all my other classes, all the papers feel the same, and we got to express ourselves more than in other classes.

Ned: I thought we would be writing a lot more. Coming into college and taking this writing course, I thought that i needed something to help me write better. We only wrote 2 papers, so the class didn't live up to my expectations. I figured I'd be writing a lot more. Longer papers, and more different papers.

Harley: Since this class is a first year class, i think it's better to have one good paper that's really good rather than writing a bunch of papers where you felt rushed doing them. I learned a lot from writing that one, good paper.

Bruce: I think we should have more papers or writing assignments in general. The fewer papers you have, the more weight they have on your grade. If you only have four papers and do poorly on one, you messed up.

Interview 2:

1. How does your experience in first-year writing compare to other courses you're taking this semester? What is distinctive or challenging about this course in comparison to your other course experiences?

Jack: I like it because there are no tests involved, and I can write pretty easily. Just having to write papers is nicer than studying.

Olive: I am not too good of a writer and I have to go to the writing center a lot, so I feel like it takes up a lot of my time. I find the writing center very helpful. I like that they read it out loud. I catch mistakes myself, even. Then they give me new ideas to put into my paper and help with grammar and stuff.

Ellen: I really like the class because this is one of the classes that I had this semester that focused on different philosophical questions and got my brain thinking about different subjects that I can write on. I think it has improved my composition skills because it has allowed me to use the freedom around my own ideas and what I want to write.

Jared: Challenges in comparison to other courses?

Nikki: It's a lot of time management, but I like it because I like putting a lot of time into a project. Because we have been working on the same project the entire semester, it is very accessible, and I've never had an experience like that before.

2. What did you expect a college first-year writing course to be? How does this course match these expectations? In what ways does it differ?

Olive: It was pretty much what I expected. I thought we would be discussing the things we read and then coming up with topics to write about. Nothing was unexpected, actually.

Ellen: I took an english 1 composition class at a different college and that was a different experience when I was expecting it to be the same. We do very little with grammar work and more with composition work, which is great and that's the main difference. Grammar vs. Composition.

Jane: I expected a lot more harder, bigger papers. I've only been working on one paper this semester and it's just one big one. But having taken an advanced placement my senior year of high school, I did expect more papers, more work, less time on it, so it doesn't really match my expectations, but since it's just one paper, it did assume some.

3. The course outcomes in WRTG121 are rhetorical practice, research process, style conventions, multimodal design, and reflective interaction... Can you connect your experiences in the course to any of these outcomes specifically? (Prompt outcomes individually). For instance, rhetorical practice. How has that connected to your learning/to the class?

Nikki: I feel like i haven't done much persuasive work. We studied rhetoric at the beginning of the class, but we didn't really have much practice or instruction.

Olive: I'd say we've done quite a bit about the research, so I feel like I learned a lot about that.

Ellen: Reflective practice or interaction. We have a meeting with our professor every time we finish a paper, and before that we share our drafts with peers in class to peer edit them.

Joe: Are any of these not connected with what you've been learning in class?

Jane: With rhetorical performance. We went over it, we studied it, but once we got into the paper, we didn't do much more with rhetorical and the other stuff. I get it, but I don't use it enough.

Joe: Others agree?

Ellen: I agree. I would say so. Our instructor pointed out to us what rhetoric is, and how to use it, but it is not something that has been a part of every outline consciously.

Jared: Research methods/process:

Olive: We've done two research papers. He always make sure to mention to use different sources, like online, but use journal articles and books. I think that's

helped a lot in developing different types of research or information rather than getting it all from just one source.

Nikki: We have definitely gone into primary research. Our instructor has gone into a lot of detail about research. We are getting our own data right now, so definitely for that one.

Jack: Our papers don't sound like they are as large as your one paper, but he definitely wants us to use 6-10 sources rather than I typically just use about 3, so it's a lot more than I'm used to.

Joe: Style conventions?

Olive: He hasn't really explained any of it to us. It's more like "you probably already know this, so do it on your own." I use MLA, and I've known how to do it since High school, so it's not that big of a deal to me. Our instructor expects us to know MLA format, but he's okay with us doing it in whatever format we are most comfortable with, but other than that it is something that is more instinctive rather than taught.

Nikki: That's exactly how our instructor is, except she is very particular about layout and subheadings and stuff like that, not so much about style.

Jack: He wants us to do MLA, but I had to look it up in order to figure it out. I'm a little older, but if you are coming from high school, it makes sense that it is already fresh in mind.

Joe: Multi-modal design?

Ellen: I'm not exactly sure. I don't think we've done anything multimodal at all. But I know our instructor told us that we might focus on it at the end of the semester.

Joe: Reflective Interaction?

Jane: With our big paper that we are doing, on Mondays, she will tell us about the section we are going on to. Then on Wednesdays, you will meet in a small group with the instructor, and she will go over the section you wrote and she will ask for a small draft, then go over it.

Nikki: Yea, the reflection really helps clear stuff up, and it's a comfortable setting.

Jack: We share our work with somebody in the class the class before it's due, and then our instructor goes over it after, so then he goes over your paper and lets you know what you are doing right and what is a little off.

4. What specific skills, writing assignments, and/or discussions may transfer to your other writing classes or life outside of academics/the university?

Ellen: I definitely think our professor challenges us to think outside the box with different concepts. We go off of the world of ideas book and we each read a chapter and we have chapters assigned for a specific day, and we analyze them in different ways and come up with different questions that would take an entire research paper to answer. I think those critical thinking skills will transfer to other classes and to real life. We take turns, and our instructor will assign us different authors and readings and we will all come to class and discuss openly what each of us has read.

Olive: I think one thing that we've done a lot with the research paper. I think it will definitely transfer to other classes or if I have to do research for my job or something. That stuff will definitely help.

Nikki: For the large paper, I read scholarly journals, and making my paper look like one of those with data is helpful if I ever want to go that route with my career. I might want to go into environmental science.

Jack: Next semester I have an extensive writing class for History, so hopefully this class will help me to write better for that next intensive writing class I have.

Ellen: Writing skills in general. Since we have papers and journals that we have to write. The writing process helps. Learning it, and knowing that practice makes perfect.

5. What are your thoughts about the textbook bundle in regard to value, use, relation to course outcomes?

Jane: I didn't have a problem buying it at all. But we haven't used the book since the beginning of the class. And related to the course, we only used it the first month of class. After that all the focus shifts to the big paper that we need to finish by the end of the course.

Olive: I agree. We used it at the beginning of the semester. People took turns reading chapters in it and then we never talked about it again. For me, it wasn't worth it - to buy it, because I was never assigned a chapter. So, I don't know if I would recommend it, depending of the teacher.

Ellen: It is a definite that we focus on it and that's important. But I feel a little sad about that because I had a chapter assigned and I liked the comic book and there was a lot of useful information that was exciting to read. I haven't even opened the spiral book, and I wished we used the comic book more.

Jack: I'm glad I gave a buddy 20 bucks for his copy that he used last semester, because I never really used it.

Olive: I like the comic book format. I glanced at it a couple times, but since I was never assigned a chapter, I never went in depth with it. I wish we would have used it for.

Jane: I like the format a lot too, because in the past I've had English books where they have been really boring and it's not interesting to read, but this one is. And with the money I spent on it, I wish I would have actually used it a bit more.

Nikki: I looked at it and I really just saw structure stuff. I figured it would be really useful because it's something I have a problem with, but I never did more with it than that.

Olive: I find it easier to look stuff up on line. It's easier to find it than looking through a whole book. That might have been why I never actually looked at it.

6. What advice would you give to incoming 121 students in order for them to succeed in the course?

Ellen: I would say that they should actively participate. It's easy to find your way of daydreaming in a class that's about composition or critical thinking, but it helps so much to participate and listen actively and think about critical discussion questions. Then, when it comes time to write your paper you have so much background to what you could write on.

Jack: I would say just focus on papers, because that's where your grade is coming from. If you are late on a paper or you miss one, it's gonna kill your grade. Focus on papers and you'll do fine.

Olive: I think one thing they should they're doing is actively working on the paper throughout the semester, rather than the night before. Our professor allows us to make up a paper if we are not satisfied with our grade. I feel like because I knew that from the beginning of the semester, I didn't do as good of a job as I could have. If teachers are going to do that, I feel like they should tell us later on, maybe. Another thing is, pay attention. That's the most important part. Going to class, participating and read. A lot of people don't participate and I feel like it would really help their learning if they did speak up.

Nikki: If you go and then you actively work on your paper, then it will be okay.

Jane: We have this one big paper and with the way the sections are assigned it's you go on Monday, the teacher explains it, then on Wednesday, you have a draft and go over it with everyone. I guess, my advice would be don't procrastinate. Actively talk with the teacher. Our teacher will help us and give us time if we need it. [00:21:02] Most of her students are between 20 and 35 page papers.

7. How “useful” are the things that you’re learning in the course? What might be applicable outside of the classroom?

Jane: I like how the sections of my paper are being split up so that I'm not procrastinating, and I'm getting them done on time. In my other classes, because I'm a journalism major, I'm going to use this method because I like it.

Jack: I think the way we go through the chapters and one person summarizes it for the day is a little off because some people are pretty poor summarizers. So it helps to be able to summarize something for a skill in the workforce.

8. What have you learned about writing in this course? What is your biggest takeaway?

Olive: I wish we would have talked a little more about MLA. I think it would help in general to have a refresher on the style conventions.

Ellen: I agree. Even just one class reviewing how to list your sources properly on a page would help a lot. With MLA, there are so many rules and conditions, I tend to mess it up. In other classes, I'll list my sources and a single comma will be out of place. Just going over how we might be able to find resources to better that or just simple ideas and constructions on MLA format really quick would be helpful.

Jane: I agree. I was in other classes where we write papers, and no one knows how to use it or if a teacher asks for an APA format, nobody knows how to use it. So nobody sites their sources, and you know, she had a group project and we told the teachers that I did the research and someone else wrote the section of the paper, so we did not get marked down on it.

Joe: What else would you add to the course? Or change about the course?

Olive: I would add another paper. I think we are only doing three. I honestly think we should do more because the whole point of the course is learning how to write, and I feel like three isn't enough. I feel like we do more reading about the topics than actually writing about them. We talk about a bunch of topics, but only write three papers.

Jack: I disagree. Our paper's due next monday and so then, we have all of April to do something. So I mean, like, we could probably do another paper.

Ellen: Even if we didn't have another paper, I think something we could focus on is how to edit each others, because we do a lot of reflective practice and interaction, but we are never taught how to better that. It's something like I could read your paper, and say "oh yea, you did a really good job on it." Or grammar, but how do we really fix up a paper so that it will be it's best. We never went over that. We just had to use our instincts.

Olive: I feel like for one of our papers, people should go to the writing center at least once. I go multiple times for the same paper. I think at least one time, maybe.

Nikki: I think that's a good idea. I've never been in the writing center, but it seems like it would be a lot of help. Just force us to go once because then we will actually go to see what it's like.

Joe asking Greg on the CSW. Would rather do a paper than a multi-modal project?

Jack: I don't really know what it is. He hasn't gone over it. I don't know what we are supposed to do.

Joe: Other thoughts on CSW?

Ellen: I would say all i know right now is that we are taking a concept from one of our papers and turning it into a multi-media project. Whatever that might be and I was looking forward to it. It's a creative way to take a paper I worked on and turn it into something else. I am nervous because I don't know what the requirements are and how to present it.

Nikki: I don't know. Just because it's so different, I would rather have the time to write the paper. I want to finish the paper to make it better because I feel like we are going to spend a lot of time to make the project.

Jane: Going into our final section, and I think we need more time too. With the CSW, it seems to get in the way of our last paper project.

Interview 3:

1. How does your experience in first-year writing compare to other courses you're taking this semester? What is distinctive or challenging about this course in comparison to your other course experiences?

Luke: I think the research project has been something unique. I've never gone out and collected data before and then written a paper on data that I've actually collected. That's been different from any other English course and I like it a lot.

Clara: I take biology so how she has us setting up our papers is kind of the same, but kinda different. Some parts are intertwined with each other. It kind of helps me because the more repetition you get, the better you get at stuff. I do like that about the class, but it's certain stuff that's different that I have to get used to because I'm not used to doing it that way. When I do lab reports for Bio, we set up introductions, methods, materials, discussions, results. So when we were doing our methods of this research paper, it's different because my teacher wants us to elaborate on what our results were. Discuss your findings further. How she has us doing it, we have to say how we did it and what it means. It's less direct than a science paper, I think.

Ash: I enjoy writing and first of all, this class is a lot of work. A LOT OF WORK. I know this part could be open to interpretation, insofar as how helpful it is to the writing process, but it's a lot of teamwork as well. She puts us in groups, and has us read our papers, then we get input from our group members. And what makes it difficult in a good way, is that we all have different topics. It's not like high school where they say take this topic, write about it and everyone has the same thing. For

example, one person in my group is writing about injuries from playing sports, another person is writing about comedians who commit suicide. It's a lot of research, factual information, like statistics and things. So you get to learn a lot. It kind of gives you a big universal outreach, but now you have to put in your bit, so it forces you to think about where the other writer is coming from. It forces you to look at their sources and read about it so that you get your own source of knowledge to give your input. That's what makes it a lot of work. One of the issues I'm finding is I'm a psych major, which is like test, test, test, results, data, test. There aren't many, I think, I think, I think. This is more of an opinion based thing and because a lot of this stuff, I never thought about, I have no opinion. So I have to do a lot more work to give them something that is actually viable. It makes it a lot of work, but in the end it's a good thing.

Arya: This class has been really interesting because we only have one paper that we were working on for the entire course. I have never had a class where I am only working on one thing through the entire class. It's challenging because it's hard to keep your mind in one place for three or four months. I know that it's possible I might have a job where my mind is going to have to stay in one place, because I'm going into business, I know that focusing on one thing will help prepare me for what I'm going to have to do.

Zelda: I think for me, it's definitely the research and peer review. Back in High school when you do research, you skim, and not go in depth, but in this class, you have to go in depth. There are specific articles that you have to use and you have to make sure they are valid. Definitely with the peer review, the instructor wants other people's opinions. Also making sure the writer knows what the audience is understanding, not just what the creator of the paper understands.

Nora: All of these questions are difficult, because I was homeschooled. I'm really appreciative of the class. At first I thought it was a blow off class. I thought I was going to bullshit something and get an A and then next class. I now appreciate the structure of the class because this project is kind of like a senior thesis project. Now I take notes and learn the formatting and I appreciate its application in the real world.

2. What did you expect a college first-year writing course to be? How does this course match these expectations? In what ways does it differ?

Zelda: I definitely thought that it would be harder than it is. I'm a pretty good writer from high school. I know it's not the same level, but the instructors are more helpful than high school teachers said they would be. The instructors are great with feedback and talking to us. It's pretty enjoyable.

Ash: In high school, when you start to get to 11-12 grade, you get that Idea that you have to get on top of your game because college teachers don't care, they get payed whether you learn or not, they're cruel, but I have actually noticed that the instructors have been quite warm, and this class is smaller than classes in my high school. They are intensive. I've had one on ones with my instructor. Once I emailed my professor at 11 PM because I wasn't understanding something. I actually got an email back from her within ten minutes. It's so helpful. My teacher is more specific because in high school, you have a range of things, and you know as long as you kind of hit the area, it's fine. College professors are more specific, but at the same time, they are helpful. In high school they don't tell you that instructors have office hours or that you can communicate easily with your instructors. So, this class, along with other college classes are not as cruel as high school teachers set you up to believe it is.

Clara: My instructor was really helpful. I appreciate that she lets us in our own field. I find this problem with a lot of other classes. So in my performing arts class, he doesn't know how to generalize for anyone who isn't an arts major, while in this class, we are allowed to be comfortable in our own topic. Writing seems to be very open-minded. My teacher is very open to helping out. I really appreciate that aspect of class.

Luke: I expected the first year for this writing course to have a lot of work. I expected the work load to kind of put a lot of pressure on me. I thought there were going to be a lot of different papers. But I like how we have been focusing on one topic and really getting into detail about it. I guess I have to agree that my professor has been very kind and helpful.

Arya: In high school, I took honors and AP courses in english, and they really set me up for my first couple years of college writing, and I was really expecting the harder content and more of it, instead of just really focused types of groups. One thing that's similar is group meetings/focus groups where we get feedback from not only our teacher, but our peers as well. I know I did that in high school, but in high school, the teachers said that we would never get feedback on that level. So it's actually surprising that we actually do have that.

3. The course outcomes in WRTG121 are rhetorical practice, research process, style conventions, multimodal design, and reflective interaction... Can you connect your experiences in the course to any of these outcomes specifically? (Prompt outcomes individually). For instance, rhetorical practice. How has that connected to your learning/to the class?

Ash: Personally, I like rhetorical performances because I am a fan of the methods of persuasion. Debate and having siblings and parents has taught me that I have to finesse people a little bit and find out how to talk to them. It shows in my writing and I like picking a side and I enjoy the mediation of persuading people to do one thing or coming up with a common ground. And in this class, because it's more research, we don't do it as much, but we have blogs and she gives us a blog assignment and part of it was based on our rhetorical performance that was in our english comic book. It was very helpful. I am not the biggest social media person, so when we had a blog, I was like I don't want to put this on the internet. It's not the same as pen and paper like I am used to. But it helps a lot because people can read it. Putting stuff on a blog makes it less strenuous, rather than a paper which is more severe, like you're trying to make me believe something. Putting it on the internet is less harsh and allows people to read it and think of it differently because of the medium. With the research paper, that was a really good way for our professor to work it in. Because we are doing this research paper and it takes up the entire semester, this was a great way to help us learn how to do persuasive writing. Because I find myself writing a full paper on my blog about something, but it doesn't seem as strenuous as with pen and paper. It was a fun way for our instructor to help us learn and it worked really well.

Arya: We didn't really have a lot of rhetorical practice, but to be honest, I didn't like the comic book style. I found it confusing and different from what I'm used to. We have a lot of the research process and practiced a lot of different methods. Like I said before, we are collecting our own data, and I've never done that before. But finding the rhetoric in it isn't very strong, I've found with our course.

Clara: I feel the same way. We touched on rhetoric a lot in 120, but not in 121.

Zelda: Looking at all of these, our professor has used all of these. With our research paper, we pick a topic and then we have the blogs, with the use of technology. We share our work with our peers. The rhetorical performance: The persuasive text. Even though it's a research paper, she wants us to take a stance and think deeper into what we are researching. We have to find questions and ideas.

The research process, and she is incorporating it all into the paper, so we don't really think about it. So, I don't think it's right in your face, but it's there and it's not strenuous. It seems mild.

Luke: The rhetoric didn't really have much practice with it in high school. I'm glad that I was introduced to that in this course. The textbook helped me understand that a lot. Talking about debate and all these other things, and persuasive writing, and how to effectively accomplish that in your paper. The research process was also broken down well by our professor. She gave us a lot of time to work with our study groups and that was great to get feedback from other students.

Ash: The research process and style conventions are things our professor has been great with. Because it's so unconventional, it's not web searching, and it's not just sitting in front of a computer and searching it. She has taken everyone's topic and put it on the board and then asks everyone to give their ideas about the topic so that we are able to add to other peoples' paper and our own. She has said before, "Who says research can't come directly from another person?" It's pulling out info from anywhere you can get it, where it might seem helpful. Like sometimes, you might get something good, sometimes you don't. I think that's helpful because it's a universal thought. It makes everyone else in class think about something they haven't thought about before. The different perspectives also help, because someone might be too close to their topic, so they can't think about the outside. There might be someone with a personal experience with a certain topic as well. She also lets us have our own style. Since my major is psychology, she allows me to write in APA, and she teaches us how to build. There are so many styles that I didn't even know existed. She helps us with each formats and allows us to write in whichever way is important to your major. There is no reason to make someone do something if it doesn't help them.

Clara: The feedback is cool. I like that she uses google drive. It's really easy to highlight something and add a comment. she is there for your help. You don't have to feel forced to write this. It's just another way to think about adding something or taking something out.

4. What specific skills, writing assignments, and/or discussions may transfer to your other writing classes or life outside of academics/the university?

Zelda: Our professor gave us a quick language lesson. Because everyone has different backgrounds. Even though it might not be the american standard English, it's still English. She talks about how many professors don't see that people who

come from different backgrounds and write a specific way, they have this specific english, they don't see it that way. To her, that's english. It's someone's way of writing it, you see it through their eyes and how they write it. It made me think about how english is english and it's not a specific set of rules, it's just english. That was a lesson I took to heart.

Clara: A writing assignment that I will take on is an annotated bibliography, just because I never did one. Sometimes, I will look up research in, say if I got 4 sources. I will pick 4 sources and find something out of them to write about. What I got out of it was all these sources, but which ones do I need, and which ones don't I need? Scholarly articles can be frustrating to read because they are so high level. If i just write out exactly what they are saying or what I took from it, it helps me a lot.

Luke: One thing i took from the class was data collection. You need to collect data before you can have a good opinion on a topic. You can't just take the first article or source you find. You should dive deep and actually look at different perspectives. You have to look at it from the viewpoint of the opposing side. It's a pretty useful skill for everyday life and for other classes.

Ash: I like the blogs. We had to make an annotated bibliography and she made five of our sources come from blogs. I was thinking, how is a blog going to help me? What credibility does a blog have? I found that a lot of professionals post things on their blogs with cited info and credited info from their studies. Because it's so informal, it's easier to grasp. We are in a society now where technology is everywhere. I can open my phone and read a blog and that is studying right there. Because it's so informal, it tricks my mind into thinking it's not work. It's new and different, but social media really can be helpful.

5. What are your thoughts about the textbook bundle in regard to value, use, relation to course outcomes?

Ash: It costs way too much.

Clara: I don't like the structure because it's a comic book, and school has taught me how a book is supposed to be. But this makes me confused. I don't like the book at all. I thought it was a waste of money.

Ash: I did like the book's structure. I am a nerd, so comics are fun to me. But I did like the comic book the way it was structured.

Luke: I didn't have any problems with the book. It was easy to follow for me. I enjoyed it.

Arya: In my course, we only used the book for like three weeks or a month. So, I felt like I threw away sixty buck for something we didn't even read the entire book. It was confusing and different from what I learned in high school. I did not like it.

Zelda: We used the comic book more than the writing conventions book. Money wasted. The comic book was a nice edition to use now and again, but I'm a visual learner. I wouldn't want to pay so much money for hardly any use.

6. What advice would you give to incoming 121 students in order for them to succeed in the course?

Luke: Definitely be organized. You can get overwhelmed if you procrastinate. Stick to deadlines.

Ash: DO the blogs. I know they seem tedious and they seem annoying, but reading others blogs it really does help. After a while, it becomes like a Facebook post. Get familiar with social media in general for english 121 or any other course, because that's become the new writing style.

Zelda: My instructor has helped me grow a lot. I really enjoy the class. Lots of opinions, conversations.

Clara: Stay on top of your work. A lot of the professors really want you to come to their office hours, but don't waste your time and wait till the last minute. Always ask questions. Stay on top of your work.

Arya: For my professor, make sure that you actually go online and look at the example papers. She has example papers from the outlines and what she wants for each section. She is very diligent this way. We have the opportunity to write our research paper in a group. I am in one of those groups and I found it less difficult. Constantly getting feedback. When you do the research, you have a lot of people help you. When you have more people, it makes everything easier.

Nora: Tell people not to procrastinate. My friend told me when I had my breakup, she asked me if I could get through the next ten seconds of my life? I said, well yea, of course. Then it was the next minute. That's easy, right? So with a lot of

these projects, it's can I get through one more paragraph. After that you can play video games or whatever you want. If you look at it, it's just a bunch of little paragraphs combined.

Interview 4:

1. How does your experience in first-year writing compare to other courses you're taking this semester? What is distinctive or challenging about this course in comparison to your other course experiences?

Lena: I really like english. I like being creative, so with writing, it's kind of an outlet. I'm in nursing, so i have chemistry and all these other math and science classes. I like english classes because you get to use the creative side of your brain, which I think is great for anybody. it can be a lot, though. I think writing is equally as hard as a math or science class because you have to come up with your own thoughts about it. It can be challenging when you have so much to do. It's a great outlet, though.

Peter: I would have to say, the class itself is not intensive in terms of workload. It is only three projects the whole semester, so it's not that bad. The real challenge with it is the ethnography because actually getting the information and making it a good ten page paper is tough. It's easy to BS a ten page paper, but it's hard to make it good.

Lena: With my teacher, I'm doing mine on technology and it's effects on youth. We had to write a personal narrative on our subject. When my instructor read that, he said use that as the framework for my ten-page paper. So my paper does have some creativity in it. I'm also incorporating the research into it, which makes it a lot easier to write.

Merrill: What makes it more challenging is for my english 121 class, we had to stay on one topic the whole time. For my discourse community, I chose dungeons and dragons, since it was something we had never done before but were interested in. I was very excited about it, I found a group that let me sit in, the I wrote my ethnography. But still doing the same topic the whole semester is making me lose interest. I actually complained to my instructor about it, but he said that he can't do anything about it. I asked him if I could choose another topic for CSW, but he said no. So basically, i have to stick it out. That's really the only downside I've noticed.

Dany: I agree. I got bored with it after a while, and it's something I'm passionate about and it's like my major that I'm studying that I'm involved in. I'm not bored with the topic, but I am bored with the paper. When I think english, I think multiple papers in different papers, and not just one paper the whole semester. I lose interest and don't want to do it.

2. What did you expect a college first-year writing course to be? How does this course match these expectations? In what ways does it differ?

Lena: I expected to be writing a lot of papers. I had this idea that I was going to have to write a lot. But it's only one paper and a few projects. I think the fact that we have to stick with one topic makes it different, and at times makes it difficult. One day, you could be feeling it, and the next day, you don't care.

Madeline: I feel like it is challenging to do just one topic, but it was kind of easier because we had a bunch of small assignments before we started our research essay that helped develop the paper into a ten-pager. We had our research blogs to list out all of our citations and sources. We have personal narratives, and interviews and I feel like it was all one topic, but the smaller assignments really helped expand the one topic. It still was challenging and we got a little bored with just one assignment.

Lena: Before we even chose our topic, we did assignments and activities to look at other topics that we could possibly write about. Then, we kept doing exercises in order to narrow it down to the one that really interested us. Being able to do different assignments based on our one topic made it a lot easier. It kept things interesting. We did a personal narrative, an interview, which gave another point of view on the same topic. It was more than just here's my point of view and here's the research and that's it. I guess that also affects how the teacher teaches the course.

Merrill: For my class, we tried to do a lot of exercises to try to have a lot of class discussion, but because not many other people really participated besides me. We didn't get all of that to make it interesting. We didn't get to bounce topics off of each other. It was everyone just chose one and stuck with it. Then he put us into groups according to what we chose, what topics and who corresponded with that. So, no one really got to have a creative discussion. There isn't a lot of different ideas going on with our topics. It was kind of one-sided and there isn't a lot of variety in what we are saying. In my paper, I was repeating myself from all our

exercises to my paper, to my CSW project. I think that's what makes it less interesting, and kind of what I didn't expect a college english course to be. I expected more discussion and more papers to write. Instead, it was one big paper, little assignments here and there, and one big project. Instead of one big exam which I would have enjoyed more than doing a project.

Lena: Question for Merrill: Does your class do classroom discussions and nobody participates?

Merrill: It's mostly me talking. That's why I am here today. Since I am the only one who really answers his questions, I was like sure, I'll come.

Lena: Is your professor talkative?

Merrill: It's mostly just me and him conversing. And the class is either listening or on their phones, maybe. It's really not what I expected an English course to be.

Lena: I guess it just depends on the class, then. Is there anything that you can do if the kids aren't willing to talk?

Dany: I didn't expect the class to be this way. I expected more papers. I took 120, and I liked it more than 121. We had more papers and stuff to write about. It wasn't just the one topic and that's what you think english is: more writing than one. Then coming into 121, it was the same exact course as 120, and went over the same exact thing. I felt like it was a waste of time. If you are going to have 2 writing courses, they should be on different topics, so that we aren't learning the same exact stuff as we did the semester before. I understand not everyone takes 120, so you have to go over it, but you don't have to go over it the whole time.

Lisa: What was your instructor going over that was repetitive?

Dany: Citation reviews is really helpful, but going over how to write a paper and how to research is exactly like 120. The rhetorical part of it, you did the same exact thing.

Peter: I kind of expected a college writing course to be a lot harder. I had this misconception that we were going to be writing a lot of papers when I first came in here. It actually wasn't that bad because we just had to do a proposal, our ethnography, and a CSW project. So, it's not that bad, but I expected a lot more. The workload was not what I expected it to be. It was a lot easier.

Lena: I expected it to be crazy hard and a lot of work, but our professor had little assignments. We had to do journal entries and short papers. He would give a minimum word requirement for the length and they were informal. The short papers were a little more formal, with proper citing and then there were the blogs. So he kept us busy during the semester, which was nice. He also got us thinking. We used google drive, and he would comment on it, and ask questions about our work to get us to think. I really liked that.

Dany: We did stuff like that, but I expected more different assignment. We are doing the busy work, but you still go back to that same big paper. We had blogs and reading journals and the same process logs that we had to do as well, but we were still going back to that same old paper. same topic.

Madeline: From my perspective, it is hard to work with one topic, but it really helped us. I feel like because we had those assignments, it helped to develop the topic. If we didn't have all those assignments, I wouldn't have known how to work with one topic. You can either change the assignment so that we don't have to focus on one topic the whole semester, but if we do have to do that, I'd like all those assignments to help develop it.

3. The course outcomes in WRTG121 are rhetorical practice, research process, style conventions, multimodal design, and reflective interaction... Can you connect your experiences in the course to any of these outcomes specifically? (Prompt outcomes individually). For instance, rhetorical practice. How has that connected to your learning/to the class?

Peter: So, for instance, in terms of research process, our professor did a really good job on how to get all of the research for our paper. He gave us multiple ways to do it. Which helped. He didn't give us many small assignments. There's a difference between work that keeps you busy that's meaningful, and the B.S. work that keeps you busy. I experience that in other classes. I believe for the most part, it did help us out, but I think with any class, there is some BS work that takes time, but he told us specifically how to do ethnographies in the past. Gave us Ideas on how to do ours, and also answered questions to help us out a lot. If you're vocal, if you ask, he will help.

Eleanor: We did a lot of the reflective interactions. He has due dates for every 600-ish words. We post them on google drive and he will go on and comment on them

to help us out. Then we will print them off, bring them to class and share them with other people. Which helps out a lot.

Lena: I wish that our teacher would have given us examples from the past. That would have helped. He'd answer our questions, and we did peer reviews, and our classmates commented on our docs on google drive, but I wish we could have seen other research papers. I wanted to know how did theirs flow. I didn't know how to make mine flow. I was just throwing in random chunks of research, so it would have been nice to have a student example.

Dany: With the multimodal design, our professor has a website where he puts all his research on it, and having that website really helped because he has a reference page with a bunch of articles to read, so if you ever confused on any part on your paper, or how to do a proper merging of sentences, he has a bunch of reference pages on his website. It was nice having that to always refer back to. There is just so much information on that site that can help us.

Merrill: Before we do any of these, he always has a plethora of examples to show us that he will take time out of the class and sit and show us each one, why it's good, where it's lacking, and how we can fix it. I'm really appreciative of that. He really goes out of his way to find ways to help us out.

Lena: We practiced a lot. He was always trying to get us to think rhetorically. Every question he'd ask, we'd do free writes, where he'd do a bunch of questions on the board, and we'd have to answer them. With the reading rhetoric, you know, he was always trying to get us to think rhetorically, and always went back to that. Which was helpful, it was a reminder. I didn't take 120, so it was nice to have that.

Merrill: I also didn't take 120, so when you had mentioned that you guys keep referring back to it, my class does that as well. My teacher will say, we are going to do what we did in 120. And I'll say, I didn't take 120, so I don't know what you are talking about. It's nice that he goes back over those things because we just had to do a little workshop with commas and whatnot. Apparently we were using our commas incorrectly.

Lena: What's the difference between 120 and 121?

Peter: 120 covered the basic concepts of rhetoric. Then we related it to a few different subjects. We did a literacy narrative. We did a paper on a certain genre or something. Genre conventions. We really just covered the base concepts. That's

why for us, it's kind of redundant when they bring it up, since we just went through an entire semester on that.

Jared: Style conventions?

Merrill: In my class, we didn't necessarily dive into it deeply. He kind of just assumed that we all knew MLA. I don't know how to use anything else. In High school, we just used MLA. Luckily in all my courses so far, all of my professors just said, "we'll use MLA."

Lena: What happens when you have to switch to APA? I feel like you should be able to do both.

Merrill: my friend in another college also learned MLA alongside me, but her professors wanted her to use APA, so she taught herself, went on Purdue Owl, looked it up, googled examples of it, and follows it. But her professors still tell her that she's doing it wrong, but don't explain it to her. They tell her that she should just know, where as here, my teachers will tell me what I'm doing wrong. They will explain that this should be indented, this is how you site. ETC...

Dany: Our professor did a good job with style. Any reflection you would reflect it to style. And with APA and stuff, we had a powerpoint with APA and MLA and how to do both. So now when I write my papers, I ask myself what style it should be in. Is it impersonal? Is it personal? We didn't focus a lot on it, but in every topic, he would mention style in some way. So, I thought ours really touched that, and was really helpful.

4. What specific skills, writing assignments, and/or discussions may transfer to your other writing classes or life outside of academics/the university?

Lena: I think because we have to think rhetorically, it's kind of like thinking outside of the box. Dig deeper into it and I think that applies in any area. Just don't look at what's in front of you, but try to think beyond that. I really like that, and I think it helps expand your mind and helps you learn more about things. Just get the basics of it and dig deeper, really learn it and know it.

Merrill: Two skills or assignments or skills we did that helped me in my everyday life was the interview process for my ethnography, because it's easier to talk to people now and ask better questions when we are having just a regular discussion. Instead of just sitting there and listening to someone droning on or me just droning

on, I can ask better questions and listen better, and then get questions after that. Fast writes were also a lot of fun for me. I enjoyed those. It was just quick, simple and instead of our professor saying here's a topic, write about it, he would put a picture up on the board, then say, write about this. These are the topics you can write about, but if you run out of ideas, just say whatever you want about the picture. Anything that comes to your mind because of it. And that helps me with any of my writing work from my other classes. It was cool to look at a bigger picture than to expand on one question.

5. What are your thoughts about the textbook bundle in regard to value, use, relation to course outcomes?

Peter: The textbook bundle to me, I didn't get much use out of it, because we would have to summarize chapters in the book or an article, we'd have to do notes on it and put that online. That was some of our homework, but there really wasn't much takeout out of the book itself. It was more just stating the basic concepts of rhetoric. Like, what it was and so forth. I didn't really take that much out of the books. I got most of my stuff from online, even though I own the two books.

Eleanor: I like the textbook "Understanding Rhetoric" because of the comic book style. I don't get much use out of it, but I like it because of the style. It was different.

Lena: I like the Understanding Rhetoric too. I don't even use the other one. I just use Purdue Owl. I can write, but I'm always referring back to something to explain it, and go more into detail and give examples. I really like that and that's why I like understanding rhetoric. It's in a fashion that's really easy to understand. It has pictures to show you what they are talking about. In a story, it can describe what they are talking about. It made it easy to understand for me. We never did anything formal with the book, just assigned reading, which were helpful for someone like me, who needs extra help in that area of understanding.

Merrill: I absolutely hated that book. Our class only used it a few times. Every time the class would collectively complain about it. No one liked that it was in a comic book style. A lot of people like to skim read, me included, and this style makes it harder to do that. Honestly, buying the book seemed like a waste of money. Writing in Action was nice, though.

Madeline: I kind of liked the comic book, but it is distracting to me to read it. If I'm reading a textbook, I can learn more from it, but when it's in this style, it's

distracting, so sometimes I don't get all the information. I had 120, and we used the writing in action more. I noticed in 121, we barely used it unless you want to go back to it to look up style conventions. But for 120, I think it helped to enhance my writing. I had it last semester. We had this packet where we had to go over grammar and other stuff like that. It really helped me with my writing.

Dany: I hated the book as well. It was distracting. I skipped reading it, and I'd rather have a regular textbook. The other book, I liked more because it was a reference tool, and you can even use it for other classes.

Lena: When you are in a nursing class, and you have to write a paper, it's good to have this book.

6/9. What advice would you give incoming 121 students to help people succeed? And what do you think is missing in the course? How would you like to see the course change?

Eleanor: Pick a topic that you really, really like that you aren't going to get tired of. If you do, you're going to hate the course. Pick a good topic.

Merrill: Discuss with your classmates and professor. Just make sure you are talking out loud. Don't be afraid to say something or speak up. Also, what I would change about the course is not having just one topic the entire semester. Instead of having to pick one that you like, why not let people explore different topics they enjoy?

Lena: When I was first choosing my topic, I just wanted to do what are kids like today? In full. What affects them and how they grow up? Which is basically sociology. So, I picked a topic within all of that and chose technology, but what would be cool if we wanted to study a different topic would be to have topics that are connected in some way. It would make it easier, and it would be one topic, but it would be connected. It would be two topics, but in the same genre.

Madeline: Utilize your peer editors, and if they aren't doing their job to help you get your assignment done well, then utilize the writing center. That helped me. I feel like professors should really urge discussion. In my class we have a lot of discussion, but in 120, I was the only one doing most of the talking. I think they should encourage discussion as much as possible.

Peter: Do the work. It's really easy, but time consuming, but it is just free points. Just do the work and keep up with it. In terms of communities. If you do an

ethnography, just choose something that you really like or that you want to learn more about. Just something that you can stay interested in, or else it gets old really quick.

Dany: When I think English, I think more. There should be more in the course, because english is not just one topic or one paper. It's everything. If I had an option, I wouldn't take this class. I would take a different class with more papers. Even though it would be more work, I would want something else, so I learn more.

Interview 5

1. How does your experience in first-year writing compare to other courses you're taking this semester? What is distinctive or challenging about this course in comparison to your other course experiences?

Emmet: I'd say the book that we used in this class is different. It makes it easier to understand what we are supposed to be learning.

Tara: I agree about the book. I actually, when I first started the class, I didn't like it. It was hard to take it seriously, looking at it as a comic book. But now, it seems more enjoyable when I have to read it, because it doesn't seem so dry. This is actually the first time I've had to write a research paper. Our instructor has been great about answering my questions and has been very helpful. I was terrified to take the class, and it wasn't as terrifying as I thought it was going to be.

Marty: I thought the book was interesting too. I like how we read more papers and there's a proposal and we developed it as we go. Then we turned it into something at the end of the semester that everyone can see at the CSW.

Gemma: I agree with him. It makes sense now that it's going to be acknowledged as writing course instead of an English course. When I thought of english, I thought about reading and then writing as secondary. This course is definitely more writing-based, and I think, personally, I don't have the best writing, so it helps to develop it. It's adding on instead of some other classes that I've taken have kind of just given us a research paper without preparing us for it or giving us the steps for it. Especially because we don't have quizzes in this class, compared to my other classes. Because in my other classes, there are trick questions. When did we ever go over this information in class, and they expect you to read the material and know it, but everything in this class that has been required of us has ben explained

thoroughly in class as well as on my instructor's course hand out, so there is never any surprises.

2. What did you expect a college first-year writing course to be? How does this course match these expectations? In what ways does it differ?

Marty: I thought my expectations were high. I thought there were going to be a lot of papers, and there is a longer paper that we had, but I like how we had more time to think about it and get our ideas together. I like that it teaches how to use sources and stuff like that.

Emmet: I also thought it was going to be a harder class with longer papers, like 20 page essays. But the max has been 8-10 pages so far, so it's not that bad. I also like that you get to redo your paper for an extra letter grade if you did poorly on the first one.

Gemma: I thought it was going to be more analyzing books, more-so than a creative writing or personal writing class. Even the research paper that we had to do was a topic of our choice. It was not a topic that was mandated to us. I really think that's what's different is I was coming into the class expecting to have a list of things we had to do and it had to be a certain way. But we had freedom to choose what we wanted to learn about, which I appreciated.

Tara: I feel pretty much like everyone else does. I was worried there were going to be all kinds of paper and correcting grammar and verbs and nouns. Because it said english comp. But when I got into it, it was really nice. She has us do creative writing. She will give us a bunch of topics once a week, where we get ten minutes to write on. Which was nice. I never used to like to write, but now, I'm keeping a journal at home. it's a way for me to get my thoughts out. it's taught me how to write better. Since I'm going into teaching, I think it's very important so I can communicate with the parents well, so they know how their kids are doing. I really like the class, and I thought I'd hate it.

3. The course outcomes in WRTG121 are rhetorical practice, research process, style conventions, multimodal design, and reflective interaction... Can you connect your experiences in the course to any of these outcomes specifically? (Prompt outcomes individually). For instance, rhetorical practice. How has that connected to your learning/to the class?

Emmet: I'd say, the research process, because researching for the paper that we just wrote. The argument paper. We had to look up eight different sources. It was kind of hard for me to site the sources, since I wasn't used to siting since eleventh grade, so I had to refresh my mind and go back and learn how to site sources again. That helped with another course that I had to write a research paper, and because of this course, I already knew how to do all of that.

Marty: The reflective practice was really demonstrated well. Our professor wrote all over our papers, gave us the constructive criticism we needed and every day before we turned in the paper, we'd have a day of peer reviews, and I think that helped us out a lot. It helped us rethink what we were doing, and then once we were done with it, we did some revision. Then the next paper, we'll know what we did wrong and do better on it.

Tara: I also liked the reflective interactions. We did peer review and talk about what we wrote. We had a debate. Everybody in my group was really helpful with the research paper because I had never done one like that before, since I've been out of school for so long. They gave me a lot of pointers and advise and stuff, and so, I really feel like I learned a lot about MLA, which I had never heard of until this class. It was very educational.

Gemma: I am not a traditional first year writing student. I'm about to be a senior. A lot of things that we were doing in this class, I had some exposure to in my other classes because they are higher level and I've written so many research papers. But what was distinctive of that was the process. We wrote the proposal first before we dove into our research paper, where in my other classes, we were expected to write a research paper without instruction on how to get it done. I liked that we were given the opportunity to write a proposal previous to the research paper because it let us know that we were on the right track. In addition too, we weren't given the research paper until the middle of the semester, and the proposal wasn't the very first assignment. We had practiced with the writing before the proposal and then before the research paper. Even now, coming up, we have the opportunity to present our research in a creative way, rather than standing in front of the class and talk to our peers about our research, but in a personal way that connects to us. That's interesting and fun.

Chris: Other outcomes?

Jared: What about rhetorical performance?

Gemma: Would that be before we started our research paper proposal. Would be that part of constructing persuasive texts?

Chris: I think it would be a little of both. But one thing this is tying into is the rhetorical terms. Ethos, pathos, logos and discussing the rhetorical situation which is the environment of the persuasive text and how to approach it, and those different conventions. Also trying to think rhetorically, which is not surface level stuff. Making deeper connections to texts.

Tara: Well, I know we read about the rhetoric in the book. And they used some examples of greek philosophy. It was interesting. I don't know if I got all of it, but it was interesting and helped it not be boring.

Marty: I thought when we talked about the ethos, pathos, logos, I remember the things that came along with it. When you say stuff matters, how you say it, who you are saying it too all matters.

Gemma: I think this class in particular was a little difficult with further exploring rhetorical performance because a lot of our class is quiet. She may try to engage and start the conversation, but in order for that to happen, people need to participate. Sometimes there's one or two people who have something to say, when there is a class of twenty people, so often we would move on to the next thing instead of her trying to pull something out of us. Which is nice, because when a teacher tries to get you to say something, but they don't give you the answer, just hint at it. We will touch on it briefly, but we won't spend a lot of time on it.

Chris: What about multimodal design?

Tara: I think this is the part we are moving into next where we are going to create something that represents the transition from a proposal to a research paper. Now we can do a science project type of board or a powerpoint, a brochure or a book. She is leaving it up to us to create what we think is the best representation of our topic. That would be multi-modal to me.

Gemma: The day that we went to the library was the day we could look for computers for sources for the research paper. If this was my first year here, and I didn't know what resources are available to me, it would have been great. I think it was very helpful to the younger students. All the articles you can access are great.

4. What specific skills, writing assignments, and/or discussions may transfer to your other writing classes or life outside of academics/the university?

Emmet: I'd say that learning what audience you are speaking to when writing would transfer, as well as finding what type of sources are credible online.

Marty: I believe that writing the research paper and the proposal would directly to other classes, also in some workplaces, you have to find background knowledge first, so you have stuff to build off of.

Gemma: The argument portion of the paper was helpful and would transfer, because we all get in debates with people. In personal life this would work. It's important to have credible sources, as well as how to give an effective argument. The components of an argument, as well as organizational skills. That was very important to me this semester. The writing process instead of just start typing with no focus or direction, it was clear in this class that there are steps you can take to make the writing process easier.

Tara: I learned a lot about writing in this class. She said how important it is to focus, and certain steps to follow to get from point A to point B. I think it's important too because it forces you to research something you are interested in, but also to learn both sides and be open to other points of view. I think that's important too. It teaches you that everything is not one sided. By doing the research paper, you learn that there are pros and cons and you may not agree with them, but it's important that you at least know what they are.

5. What are your thoughts about the textbook bundle in regard to value, use, relation to course outcomes?

Emmet: I'd say the format of the textbook makes it easier to follow. Even though it doesn't seem like a serious book, it still presents valuable information in a way that's easier to understand than most textbooks.

Tara: I like the textbook a lot. It seems easier to read, and I think you are more likely to read the stuff assigned. This one is actually enjoyable to read, where others aren't. I haven't used the other book, the writing manual, very much at all. I felt like things were explained to us well enough in class. I haven't really used it.

Marty: I think the textbook is also interesting, while the spiral book isn't as useful. I think the price was okay compared to other textbooks.

Gemma: I still don't quite know how I feel about the textbook, just because I'm so used to traditional textbooks. It is very to the point, which is good. A lot of my other textbooks have a lot of theories and other work that is cited, and they explain it maybe too thoroughly. Where this textbook is, this is what this is, apply it, and move onto the next thing. For my other classes, I'm not sure if it applies. I think the spiral notebook for this class, wouldn't apply, since our teacher didn't stress much on grammar or sentence structure. And when to use their, there, and they're. Those things we learned and should know about, but it is a great reference book to have. I think it is valuable to have in the college experience. The comic book: not so much. I guess, I can't adjust the the change that this textbook requires.

6. What advice would you give to incoming 121 students in order for them to succeed in the course?

Emmet: I'd say taking the proposal seriously the first time you write it so when you go to peer review, you can get some serious feedback about your paper. Normally the teachers are very helpful, but I think you should take a lot of time on doing the proposal and making sure it's good. Once you are doing the rest of your research, make sure you are using the sources we have on EMUonline because it will help you a lot, and a lot of it is relevant with what we have.

Tara: i think it's important to take it seriously. Our instructor did emphasize about how there was going to be something that would be the base for the whole semester, and my papers were pretty much done before we went to peer review and to me, peer review was really helpful and important. I think it's good to get all of that together beforehand, because if you are totally off-base, then you've got other people who can say, this isn't exactly what our instructor is looking for. It gives you time to still correct instead of turning it in and then having her give it back and there's a bunch of red marks on it and you don't know what you did wrong. That and ask a lot of questions.

Gemma: I think asking a lot of questions and engaging in discussion is very important in order to succeed in this class because its important to get other people's views and thoughts and opinions on things that maybe it will inspire rhetorical performance and might get you to think of something in a new way. Go to class. Also, time management is very important. make sure when she hands you that assignment, get started on it, have an idea, write some things down. Especially if you have a busy schedule. Have a planner so you know when you should do your assignments or paper sections. Have the syllabus ready to make sure you are

getting stuff done in a timely manner. And to use the resources that are available to you. The writing center, tutors, the professor, or get in a study group. If you have questions or need help, there is always a way to get help.

9. Is there anything missing in the course? What might you like to see change in the future? (subquestion for 5)

Tara: Since this class wasn't originally what I thought it was going to be, I felt like it was really well rounded. I don't think i would change anything. I think it was very well laid out. It gave me good structure and how to do it if I had to do it again.

Emmet: We turn all of our papers in at the same time every two or three weeks, so it's really hard to gauge where you are at in the class until you get all of your papers back together, so I'd just find a way to get the papers graded sooner, I guess, or at different times, separately.

Marty: I wouldn't really change anything, but maybe a little bit about the textbook. I think the comics were useful, but i think there should have been a better explanation at the end of the chapter to go over and review some of the stuff about what was in the chapter. But nothing about the course, just revising the textbook a little bit.

Gemma: I'm not really sure what is missing. I feel like there is something missing, but I can't put my finger on what it is. We don't interact with each other enough. We speak with the teacher often, as we need to, but maybe some more group activities or fun activities, but maybe just do a group project or something. I see why they are necessary, even though I don't love them. More group work might have been beneficial.

2013 Assessment Workshop Action Plan

Name: Derek Mueller

Dept./School: English Language and Literature/First-Year Writing Program

Identify at least one assessment goal that you will work on over the next months or year. Your assessment goal should be Strategic/Specific, Measurable, Attainable, Results-oriented and Time Bound.

GOAL: Our primary goal is to assess the quality and effectiveness of existing <i>outcomes</i> in EMU's First-Year Writing Program. Secondary goals include 1) piloting the collection of student writing samples, which will be read for patterns indicative of program-wide strengths and needs, and 2) enculturating the program's instructional staff to embrace our rationale and adopt a system for regular, ongoing assessment efforts that complement the goals of General Education.			
Action Steps	Designation	Time Frame	Results
What steps or activities will be initiated to achieve this goal? 1) Develop the system, including technical infrastructure and process parameters. 2) Introduce the system to instructional staff at the Fall 2013 program retreat. 3) Pilot the assessment initiative. 4) Generate a report and publish it on the FYWP website. Circulate the report to relevant stakeholders. 5) Explore funding options for the continuation of this approach to program assessment. What products will be created? 1) A sample of student work (provisional archive). 2) A report on patterns of strength and need relative to existing program outcomes. 3) <i>Possible</i> revisions to program outcomes (i.e, making such revisions <i>decidable</i>). 4) <i>Possible</i> grant proposals to sustain these efforts.	Who will be responsible for initiating or sustaining the actions steps? (Think about who you will need to coach or support you in reaching your goal) Primary responsibility falls to Derek Mueller, Director of the First-Year Writing Program. Additional responsibility for enacting this initiative is shared by the Associate Director of the First-Year Writing Program (the role will be shared by John Dunn and Kate Pentalides in AY 2013-2014) and members of the First-Year Writing Committee, as well as other volunteers from the program's instructional staff.	What is a realistic time frame for each phase of the activity? (Think about when you will focus on your goals during the year.) <i>Summer 2013</i> - Develop supporting documentation and instruction sets. Build technical infrastructure for collecting portfolios of student writing. Prepare draft outline of review, description, and patterning process. <i>August 2013</i> - Introduce the assessment initiative to instructional staff at the Fall program retreat. <i>Winter 2014</i> - Collect samples and schedule working sessions. <i>Early Summer 2014</i> - Convene reading/review sessions. <i>Summer 2014</i> - Prepare report and circulate it. Explore resources for expanding and sustaining these efforts. Revise program outcomes in coordination with Associate Director.	What evidence will you present to show that you are making progress towards your goal (student and teacher evidence). (Carefully select the data you will use to evidence how you have progressed toward your goals). We will document the process on the FYWP website. Our readings of student work will attend to explicit traits (e.g., identifiable elements; such as length/volume; genre(s); reflection on SLOs; source use frequency, depth, and type; process transparency; and syntactic and mechanical fluencies), self-reported correlations between the work of the course (from students' perspectives) and existing outcomes, and correlations between the work of the course (from instructors' perspectives) and existing outcomes.