

# ENGL B1A: EXPOSITORY COMP (Online)

ASSESSMENT COMMITTEE ROUNDTABLE (8 NOVEMBER 2019)

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# English B1a SLO's

1. Upon completion the student will be able to: Read and think critically, including a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Upon completion the student will be able to; Evaluate and establish the credibility of print and online sources.
3. Upon completion the student will be able to; Demonstrate the legitimate use of scholarly sources by using library and online reference materials. incorporating summary, paraphrase, and direct quotes. synthesizing multiple primary and secondary sources. avoiding plagiarism.
4. Upon completion the student will be able to; Write essays out of class that • demonstrate the use of expository and argumentative or persuasive forms of writing. • reflect an orderly research and writing process. • use correct MLA form and documentation. • show evidence of drafting, editing, and revision to reflect an academic style and tone.
5. Upon completion the student will be able to; Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

# Assessed SLO #2

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2. Upon completion the student will be able to; Evaluate and establish the credibility of print and online sources.

Assignment Used: Annotated Bibliography

# Annotation Requirements

- An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:
  - ▣ **Summarize:** What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
  - ▣ **Assess:** After summarizing a source, evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
  - ▣ **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

# Plan:

- Practice annotated bibliography
- I assign an article for everyone to read and write an annotated bibliography.
- However, before the annotated bib is submitted, we have an online discussion in three parts:
  - ▣ Discuss the key points in the essay (summarize).
  - ▣ Discuss the article's value based on author, date, publication, and a hypothetical research topic (assess).
  - ▣ Discuss the students' personal opinions about the value of the source as it pertains to the hypothetical topic (reflect).

# Plan

- After the discussion, they have the opportunity to revise their bibliographies and submit them. The idea is to have the student write an annotation first, then go back and look at their own work to see how they feel they did and what they might improve.
- Once they've completed the practice exercise they are ready for the annotated bibliography for their research papers.

# Assess

- In a face-to-face class the participation is 100%, and the students walk away from the class feeling that they have a better grasp of what is expected for their annotations in this class.
- In an online class I'm never quite sure how well they've understood the lesson, and participation is less.
- Of the 86 online students, 56 participated in the discussion (65%)
- Of the 35 who submitted the written assignment, 17 passed (34%)

# Grades—Fall 2019

34 Students Finished		
Exceeds Expectations	7	20%
Meets Expectations	10	30%
Fails to meet expectations	17	50%

# As a point of comparison

**Fall 2019—34 Students Completed the Assign.  
(online class—five sections)**

Exceeds Expectations	7	20%
Meets Expectations	10	30%
Fails to meet expectations	17	50%

**Fall 2015—17 Students Completed the Assign.  
(face-to-face class—one section)**

Exceeds Expectations	3	18%
Meets Expectations	5	29%
Fails to Meet Expectations	9	53%



Reflect

# Reflection

- Based on the figures, this small study indicates online classes are really no worse than face-to-face classes in pass/fail percentages.
- The numbers of students completing the ENGL B1 a courses are less than prior to AB705.
- I plan to attend more of the workshops covering teaching online classes for ideas and methods to improve my online teaching with an aim to better retention and participation of students.
- Unfortunately, many of our students don't realize that online courses require dedication and commitment from them

# Any Questions?



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