

Description of changes and improvements made in courses:

I included these in the trend analysis, highlighted in blue, but they are copied below. For context, please see the trend analysis.

### **ENGL 0100/0101 - Basic English**

#### **Changes and Improvements:**

One of the main complaints from the older version of the class was McGraw-Hill's Connect program, a semester-long grammar workshop (with readings, practice, and quizzes). Students in ENGL 0100 and 1010 were using the program, and for those who took both courses it was a negative comment on CEFs because they had already completed the program in ENGL 0100. The majority of students disliked the program in both courses. Even though some students liked it, we stopped using the program because there wasn't enough data to support keeping it, especially with rising costs.

The few comments I got on the recent CEFs were negative about the 'zine project overall because it didn't help "with writing." Part of that is true. Some students were more focused on the format of the 'zine rather than the writing that went into it. I am not doing the 'zine project this semester, and the students seem to like the new assignments that are not 'zine related. This new sequence of assignments is a pilot for the new curriculum I proposed for ENGL 0103: Introduction to Composition. I wanted to have data/feedback to share with Dr. Mina and the composition instructors about the proposed changes. So far so good.

Because of my emphasis on collaboration and critical thinking, I take into consideration what the students think about the assignments, the texts we read, and the general feedback about the course. These comments are not always easy to digest, but they are so important to me as a teacher. I try to change what needs to be changed based on the goals I have for the course.

### **ENGL 1010 - Composition I**

#### **Changes and Improvements:**

Clearly, at least one online student did not enjoy the class, and while I tried to be accommodating, the damage was done. Changing to being in Blackboard only was the only alteration I made to the course, and the second round was much more successful in both content and feedback. The face-to-face classes have given me some valuable feedback, especially about readings they thought were helpful (and a few they didn't like). "Shitty First Drafts" and "Ten Ways to Think About Writing" continue to be very popular, and they have become foundational in our new approach to teaching composition with the emphasis on transfer. Students also had mixed feelings about some of the assignment options, but the ones that have been most popular I try to keep in rotation.

## **ENGL 1020 - Composition II**

### **Changes and Improvements:**

"I would encourage Ms. Kent to explain the assignments better. I remember finding myself doing a paper or an assignment on wikispaces and I would think "I have no idea what I'm doing nor what she wants from me". Making her objectives for the assignments on wikispaces would be very helpful."

As you can see from this comment, splitting information between Blackboard and Wikispaces was confusing for some students. I have since focused my attention on Blackboard only. While I like to challenge my students and give them skills they can use outside of the academy, Wikispaces was so unpopular I decided it wasn't worth it. I want my students to focus on writing rather than be worried about some technology. When the whole class hates something, it's time to rethink incorporating it into the class. My CEFS bounced back after I removed this technology from my course.

## **ENGL 3060 - Business and Professional Writing**

### **Changes and Improvements:**

"Not having a peer review; I like to hear feedback."

"Having to create a Prezi; I was more worried about losing the program than the content I was trying to convey."

The comment about peer review was very valuable, and I added that into the course in 2016. The second comment about Prezi must have been a miscommunication with a student. When students are asked to create a presentation, they are always given options (PowerPoint, Prezi, Google Slides, etc). I would highlight this on the assignment sheet to ensure my instructions are clear.

## **ENGL 2540 - Survey of English Literature II (online)**

### **Changes and Improvements:**

"I would tell her that the group project is very difficult to do with classmates that are not in a classroom setting because its hard to get people to reply!"

"To make the class not do group projects since it was an online course. It was a little difficult to try and get with four other students at the same time."

As I mentioned above, I would significantly alter the group project. While there are challenges that come with online group projects, they can be done and done well. There are companies whose employees are entirely remote, so I'm sure I can find a way to make a class project work. One way to change this would be hosting the group work within Blackboard. Using the discussion board it would be easy to assign groups to separate threads. This way, they could work together and I could comments along the way.