

EN EN106 (SPHOD): First Yr Wrtnng Seminar II: Academic Research & Writing

Spring 2016 | Glenn Lester

18		Students Enrolled
16		Students Responded
88.89%		Response Rate

Quantitative

<i>Please indicate the frequency of the following:</i>	Always	Frequently	Sometimes	Rarely	Never	Not applicable	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
The professor communicated instructions clearly.	87.5% (14)	0% (0)	12.5% (2)	0% (0)	0% (0)	0% (0)	16	0	0.66	4.75
The professor communicated expectations clearly.	68.75% (11)	25% (4)	6.25% (1)	0% (0)	0% (0)	0% (0)	16	0	0.6	4.63
The professor was available during posted office hours, or by email/online for consultation or assistance.	75% (12)	25% (4)	0% (0)	0% (0)	0% (0)	0% (0)	16	0	0.43	4.75
The professor offered and encouraged alternative viewpoints.	68.75% (11)	25% (4)	6.25% (1)	0% (0)	0% (0)	0% (0)	16	0	0.6	4.63
The professor used the criteria and grading scale presented in the syllabus to evaluate my learning in this class.	81.25% (13)	12.5% (2)	0% (0)	6.25% (1)	0% (0)	0% (0)	16	0	0.77	4.69
The required readings (for example: texts, reserve readings and internet links) complemented the professor's presentation.	56.25% (9)	31.25% (5)	12.5% (2)	0% (0)	0% (0)	0% (0)	16	0	0.7	4.44
The professor effectively presented the subject matter of the course.	75% (12)	18.75% (3)	6.25% (1)	0% (0)	0% (0)	0% (0)	16	0	0.58	4.69
<i>Please indicate the frequency of the following:</i>	Always	Frequently	Sometimes	Rarely	Never	Not applicable	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
The professor identified local library or online resources and encouraged their use.	81.25% (13)	18.75% (3)	0% (0)	0% (0)	0% (0)	0% (0)	16	0	0.39	4.81
The professor guided students to achieve the learning outcomes for the course listed in the syllabus.	81.25% (13)	6.25% (1)	12.5% (2)	0% (0)	0% (0)	0% (0)	16	0	0.68	4.69
The professor used a variety of teaching strategies.	56.25% (9)	37.5% (6)	6.25% (1)	0% (0)	0% (0)	0% (0)	16	0	0.61	4.5
The professor was consistently well-prepared and organized.	87.5% (14)	12.5% (2)	0% (0)	0% (0)	0% (0)	0% (0)	16	0	0.33	4.88
The professor provided helpful responses to student questions in a timely manner.	75% (12)	18.75% (3)	6.25% (1)	0% (0)	0% (0)	0% (0)	16	0	0.58	4.69
The professor provided helpful, individualized, and constructive feedback on all assignments (e.g., highlighted strengths, provided suggestions for improvement).	87.5% (14)	6.25% (1)	6.25% (1)	0% (0)	0% (0)	0% (0)	16	0	0.53	4.81
The professor encouraged student-to-student interactions (e.g., small group discussions in the face-to-face environment, and asynchronous discussions in the online environment).	87.5% (14)	12.5% (2)	0% (0)	0% (0)	0% (0)	0% (0)	16	0	0.33	4.88
Grading was completed promptly so that learning was reinforced.	75% (12)	25% (4)	0% (0)	0% (0)	0% (0)	0% (0)	16	0	0.43	4.75
	Excellent (one of the best professors I ever had)	Above Average (outstanding, but not one of the best)	Average (did a good job, equal to most professors)	Below Average (not average, but not the worst)	Poor (one of the worst professors I ever had)		<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Overall, I rate this professor as:	50% (8)	31.25% (5)	18.75% (3)	0% (0)	0% (0)		16	0	0.77	4.31
	Freshman	Sophomore	Junior	Senior	Graduate Student		<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Year in school:	62.5% (10)	18.75% (3)	12.5% (2)	6.25% (1)	0% (0)		16	0	-	-

	A	B	C	D	F	N	DNA	SD	M
What grade do you expect in this course?	68.75% (11)	31.25% (5)	0% (0)	0% (0)	0% (0)	16	0	-	-
	Expectations were very clear!	Expectations were somewhat clear.	Expectations were a little unclear.	I was often confused about what was expected of me.		N	DNA	SD	M
Please rank your professor's clarity in communicating expectations for major writing assignments.	81.25% (13)	12.5% (2)	6.25% (1)	0% (0)		16	0	-	-
	Excellent.	Better than average.	About average.	Below average.	Very poor.	N	DNA	SD	M
Please rank your professor's ability to facilitate discussion in class.	50% (8)	43.75% (7)	6.25% (1)	0% (0)	0% (0)	16	0	-	-
	I have improved quite a bit.	I have seen some improvements.	I am about the same as before.	I got worse!		N	DNA	SD	M
Please rank your overall progress as a writer this semester (according to you!).	62.5% (10)	31.25% (5)	6.25% (1)	0% (0)		16	0	-	-
	I am very good at making arguments and supporting claims in my writing.	I am somewhat effective at making arguments and supporting claims in my writing.	I sometimes have trouble making effective arguments in my writing.	I often have trouble when it comes to making arguments in my writing.	What's a claim?	N	DNA	SD	M
How do you rate your ability to support a claim in your writing?	37.5% (6)	56.25% (9)	0% (0)	6.25% (1)	0% (0)	16	0	-	-
	I can summarize most sources effectively and efficiently.	I know how to summarize sources, but it's not easy.	I sometimes have a hard time summarizing sources.	I usually struggle when I summarize sources.		N	DNA	SD	M
How do you rate your ability to summarize a source?	37.5% (6)	43.75% (7)	12.5% (2)	6.25% (1)		16	0	-	-
	We moved much too fast.	We moved a little too fast.	We moved just right.	We moved a little too slowly.	We moved much too slowly.	N	DNA	SD	M
How would you rate the pace of class activities, lectures, and assignments this semester?	0% (0)	37.5% (6)	56.25% (9)	6.25% (1)	0% (0)	16	0	-	-

Qualitative

Do you wish to make any further comment on the course and/or instructor -

- He's very consistent, always energetic and positive even when we show how incredibly dumb we can be. I remember on the first day when we did the activity where every one adds a word to a sentence we collectively create our sentence made no sense and was grammatically incorrect. I believe it went something like "the room is very hot how to for why is the room so hot?" If I was a teacher I probably would have died laughing, but he was calm and said everyone made a good effort. That stuck with me.
- A lot of the work we did was just looked as, as busy work.
- I'd say this has so far been the best English class I've ever taken. This was the only English class I've ever taken to explain the reason behind citing sources, using rhetorical analysis, how to actually summarize and paraphrase, etc. for me to learn this. Nobody has done this in the correct way for me except Professor Lester.
- Great class! Lester always showed up with a big smile to class, and encourage his student to work hard. He helped me a lot to improve my writing skills, and it was a pleasure being in class! Thanks
- One of the best professors I have ever had. His witty humor is not that bad and his attitude towards teaching encourages learning. Would always respond to emails in a timely manner and would give clear explanations on the subject matter. Overall a great professor and would definitely take another course with him.
- Honestly probably the best and most effective professors I've had here. I would say he probably ties for the best professor I've had thus far in my first year at Park. He used Canvas very effectively and presented us with more knowledge and organization than any of my other professors. He gave us constructive criticism and was very fair in his grading process.
- in general, pretty good teaching methods are utilized by Prof Lester. I feel identified with his manners and the way he wraps and sets his classes
- I really liked Mr. Lester. He was really helpful in improving my writing skills. I thought he did a great job.

What was most challenging in this class? (E.g., readings, workload, concepts discussed, etc.) -

- workload
- Making the journals be at least 250 words in length.
- Workload
- Losing points that can really hurt your grade if you missed a class
- workload
- The expectations for assignments
- I'd say the research. It's just hard finding and sorting through sources to make sure they're reliable and that they support what you're trying to say. It's not that it's hard, it's that it's a very tedious and time consuming task.
- Textbook readings are always tedious but instructive nonetheless
- Readings
- concepts
- Workload
- The last writing sequence. There was a lot of work to do in a short amount of time
- Summarizing sources
- Workload.

Which assignment this semester was most helpful to your writing? -

- finding sources
- The journals were actually really helpful for planning out big assignments
- Report & Recommendation Assignment
- Source Summaries and Paraphrasing
- the research paper
- Academic research paper
- Academic research paper for my community
- I think they all had their place and were of equal importance.
- Can't think of any off the top of my head
- source summaries
- Writing to the community
- Research paper
- Student engagement
- WAS1 as a whole
- writing sequence 2

Which assignment did you feel most engaged by? In other words, which assignment was the most interesting for you to work on? -

- writing sequence 2
- Research paper for WAS2
- Public Writing Assignment
- Second writing assignment sequence
- Public writing
- the last writing assignment sequence
- None
- Probably the letter to the community
- Public writing assignment
- Letter to the Editor
- letter to my community
- Writing Academic Sequence 2. All of it
- Both writing sequences were interesting
- The letters!
- writer's journals

What about that assignment was engaging or interesting? -

- Free-style
- Getting to use a lot of fun vocabulary and play around with my tone!
- They made me use new skills and improve on skills I already had
- I was allowed to talk about a problem that affected not only me at park, that coined to my passion. I also was allowed to pretty much find hardcore evidence to help me debate the evidence. I also made a cheesy video on the topic, which was really fun.
- I was feeling really confident
- Persuading a certain audience.
- It was just personal, and I got to talk about an issue I cared about.
- There wasn't any
- I was interested in my topic
- I chose topic myself and it was very interesting to me
- It was engaging because it was all about what was important to me as a person.
- The fact that it is an issue that many of my brothers in arms face every day.
- Just that I picked a topic that I felt very strongly about.
- writing sequence 2

What suggestions for improvement can you offer your professor? -

- None really you do a good job catering to each students unique situation.
- For some reason bowties suit you better than normal ties and encourage more learn. You should wear them more often.
- None
- Lessen the workload
- Don't take out half points for assignments if student had a reasonable reason to miss the class.
- Explain assignments in class more clearly
- I really don't have any.
- Keep teaching the same way
- nothing at all, solid ways he has!
- Find a balance within the workload needed to get the point across, and wear more wacky ties.
- Maybe more 1-1 with professor as well as peer-review workshops
- I think it's very inviting to see when my teacher is frustrated with something. If there's something going on like your computer isn't working or someone almost hit you while you were driving tell us about it. It's very relatable to joke about and openly be mad at stupid little things and makes teacher student relationships much more casual.

What are your thoughts about peer review? What aspects of peer review are useful? What aspects are not? How could peer review be improved? -

- I think this class had the best peer review sessions compared to my past classes. I think having things to specifically discuss that were open ended (your prompts) made it very successful.
- Pretty much not
- It's good because it gives you the perspective of your class so they may have new idea that you didn't think of to begin with
- In all honesty, peer review for me was pretty helpful, however on days like where we had to write a letter to each member discussing the draft seemed to be hard for me due to having other assignments. Maybe hold off on that? I'd say list the things instead of putting them in a letter possibly.
- i really like this activity because i get to enhance my works. Pretty useful in regard to the support we give to each other.
- It's helpful and interesting to see the points of view of my classmates and it's a great way to get to know and meet all of my classmates with whom otherwise would never talk to outside of class.
- I'm not really sure how I feel about peer review. I honestly didn't gain a lot from it. I don't really think the other class mates cared about reviewing anything. So they just made up a bunch of stuff and sent it to me in a letter. Plus they might not be a decent writer so how can I trust their word when it comes to writing a paper for a grade? I don't know. I don't really feel like peer review is a solid form of editing. I'd rather have professional help with it over at the ASC.
- Would be better if some of my peer review partners actually gave me their work, lost points because of that.
- Peer reviews were really helpful.
- Peer review was very helpful. We usually dont catch out own mistakes but our peers will.
- Peer review was very useful. I would like to get more comments and ideas for my paper during peer review
- No one actually wants to do it, but if you can get a group of people that actually does it, and it can be super helpful.
- I liked the peer review, helped get a better understanding of what you need to fix.