

## Assessment from Sandra Park

Deb,  
Following is my English 151B assessment--

Richard and Rakesh,  
Following is my contribution toward completing the LC innovation project. Please advise if anything else is needed.  
Regards,  
Sandra

1. Write a short summary of your completed project. Describe project activities, assessment, outcomes, and recommendations. (Submit within two weeks of project completion).

The overall outcome of English 151B (basic composition) was very good: consistent attendance and completion of weekly assignments by 18 enrolled students, a strong sense of community and collaboration, and fulfillment of course goals (from moderately to very well). However, it's not clear to me that the positive results can be attributed specifically to the LC teaching approach or to the small size of the class--probably both contributed toward a positive outcome.

Activities included individual and group assignments linked to specific writing skills. Example: students would approach paragraph and short essay development in a step-by-step sequence--(1) active reading strategies to identify key points and main ideas, (2) PowerPoint presentations to map their reading, point by point, within the reading context, (3) based on their reading and PowerPoint mapping, developing paragraphs and short essays that recognized (a) what the author was saying, (b) how the author developed her central ideas, (c) then integrating the student's reading of text implications and thesis (based on the text)--in other words, critical thinking and writing. Further preparation for this sequence included lab activities and class discussions.

Recommendations for the LC approach? These are somewhat mechanical: (1) clarify the registration process for the linked courses (students don't intuitively understand that the courses are linked when walking through the computerized process), (2) announce and list the linked courses as a separate boxed display in the catalog (the students do not intuitively understand the catalog listing either), (3) provide more support and compensation for LC teaching (instructors must re-tool their courses for an LC setting).

From the student point of view, the LC seemed to offer a sense of community--the benefits of attending a small school inside a big school. But the strong students remained strong throughout the semester and the underprepared students seemed to make modest progress--in other words, no dramatically positive outcomes just because it was an LC.

2. Update Official Course Outline with revisions made as an outcome of your project, as needed.

Although the course outline proved to be effective, the one thing I would change is to spend more time on sentence structure, especially on coordinating and subordinating conjunctions (writing longer sentences that logically connect more than one idea). Emphasizing this aspect of sentence grammar can help students formulate effective thesis statements and better prepare them for English 101A.