QEP Pre-Activity Report

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Course/Section to be Assessed: ENGL 101 S07 Semester

Implemented: Fall 2014  
Control Course/Section (if applicable):

1. What is the desired learning outcome? (What do you want the students to be able to do better at the end of the lesson and to what degree?)

The object of this activity is to assist students in their understanding of the importance and appropriate use of transitional/linking words. If they grasp the idea that the reader needs clear “cues” in order to follow their thoughts and ideas, their persuasive essays will appear more cohesive and powerful.

2. What activity/lesson will be implemented to increase mastery of the desired learning outcome?

After distributing a handout that provides guidance in the use of transitional words for various specific purposes (to add information, to conclude, to contrast/show a difference, to show similarities, to offer/introduce a claim, to emphasize a point, to clarify), I will divide students into groups of 4/5 each. I will then distribute to each group a paragraph lacking in transitional words/phrases. I will then instruct each group to work together to insert appropriate transitional/linking words in order to help the reader follow the author’s thoughts more clearly. Finally, each group will share with the class their paragraphs, allowing for a full discussion of how/why the insertion of a particular transitional word or phrase may/may not be effective.

3. How will you measure whether the activity improved mastery of the targeted outcome?

Immediately after engaging in the activity, students will complete the Student Survey form. I will begin the next class meeting with a short, graded quiz exercise and record/report student success.

Example:
Connect the ideas in the sentences below through the use of appropriate transitional words or phrases:

Some students would like to choose their own clothes. There are many reasons why students in public schools should wear a school uniform. Uniforms save time in the morning. Choosing an entire outfit can take time. Putting on a uniform seems easy and fast. Uniforms are generally less expensive than regular clothing.
Transition Words Practice Exercise

Instructions: Read the paragraph below. As you read, think about the way in which the sentences “flow” together. Do the ideas seem connected or disjointed? Does one idea build upon another? After reading through the paragraph, try your hand at inserting transition or linking words/phrases when needed to create a better “flow.” Use the words/phrases on the handout sheet to assist you.

Some students would like to choose their own clothes. There are many reasons why students in public schools should wear a school uniform. Uniforms save time in the morning. Choosing an entire outfit can take time. Putting on a uniform seems easy and fast. Uniforms are generally less expensive than regular clothing. A “normal” outfit for a young person can cost as much as sixty dollars. Shoes and accessories can add to the expense. Uniforms sold at area stores cost thirty dollars or less. Uniforms would reduce the sense of competition often experienced among students regarding fashion trends. Some students may not be able to afford popular clothes. Wearing uniforms would save both money and embarrassment. It seems clear that students in public schools should be required to wear uniforms.
1. What were the results of your assessment of student improvement regarding the targeted learning outcome? 

(Based on the assessment, to what degree was the learning outcome achieved? What information was collected to measure the effectiveness of the activity on the learning outcome? Did any unforeseen factors emerge influencing the activity or outcome assessment results?)

Yes, the learning outcome was achieved in my view. Students were provided with a paragraph that contained absolutely no transitional words or phrases at all. Their job was to use such words and phrases to better allow the sentences/ideas to connect. No unforeseen factors influenced the activity or its outcomes.

2. Based on the results of the learning outcome assessment and semantic differential:
   A. Did the students find the activity engaging? Yes ___ x ___ No ___
      Explain: 6 of the 16 students rated the activity as being more engaging, five others also leaned toward the “engaging” rating.

   B. Did the activity achieve the desired learning outcome? Yes ___ x ___ No ___
      (Include and discuss any assessment tools used as well as any qualitative or quantitative results)

      Yes, I feel that the activity achieved its goal since students indicated on their QEP survey forms that they truly benefited from the activity.

   C. Will you use the activity again? Yes ___ x ___ No ___
      What changes (if any) might be made to either the activity or the measurement of its impact on the learning outcome?
Please record the results of the semantic differential:

engaging 6 5 4 1 0 0 boring
useless 0 0 0 6 5 5 beneficial
easy 4 1 4 5 2 0 difficult
dull 1 2 7 5 1 0 exciting
valuable 6 1 5 1 0 2 1 worthless
complex 1 2 5 3 3 2 simple

Comments: