

ENGLISH 170: WRITING SEMINAR

"Accommodating Our Lives to Technology"

Spring 2012

Section O: 2:00 - 2:50pm MTRF, Pioneer Hall, Room A109

Section S: 3:00 - 3:50pm MTRF, Rankin Hall, Room 210

Instructor: Dr. Matthew James Vechinski

Email: mvechins@carrollu.edu

Office hours: Tuesdays and Thursdays 12:50-1:50pm at the Ganfield Library Café

Course web site: <http://eng170.grou.ps/>

TOPIC & OVERVIEW

It is easy to assume that advances in technology make tasks easier and help us become more efficient. The proliferation of Internet sites and mobile phone applications have increased our access to information and kept us in touch with our family and friends. But how is technology changing our behaviors, from the ways that we think to our everyday communication habits? Some argue the way we navigate the web, for example, reduces critical reflection, while others cite how following chains of links prompt us to make unexpected discoveries. The social proclivities of those who choose to send hundreds of text messages seem to evolve along different lines than do the habits of those who prefer email or calling others on the phone, for better and for worse.

This course will explore the impact new devices and interfaces may have on our ways of engaging with the world, including our involvement in politics and commerce and our investments in entertainment and education. Here are the general topics for the first three essay sequences:

- How We Work Now: Multitasking and Attention Spans
- Publishing and Distribution After Print
- What Good Comes of Social Media?

This is first and foremost a course introducing students to the particulars of academic writing which takes as its topic the rich critical conversation on technology and social behaviors in periodicals and recent nonfiction books. In responding to the course readings, students must analyze and synthesize existing ideas and position themselves among commentators in order to support their own original arguments.

The course assignments are designed to build skills sequentially and motivate students to rethink and revise their writing in progress. Students will not write drafts from start to finish but instead bring together and expand upon smaller pieces and adjust the whole to fit. This approach to writing is intended promote students' self-awareness as writers and increase the complexity of their analysis and arguments.

OBJECTIVES & OUTCOMES

Because English 170 is a General Education course for all Carroll first year students, all Writing Seminar sections will work to achieve the same goals and student learning outcomes, stated as follows:

Goals:

- To help students understand writing as a process and develop an effective process of their own through work in planning, drafting, revising, and editing their writing.
- To help students develop effective skills for interpreting and evaluating a variety of texts and use those texts to create, develop, and support ideas of their own in their writing

Student Learning Outcomes:

- Demonstrate proficiency in using writing as a process as evidenced in your course portfolio
- Demonstrate the ability to create final essays that effectively develop and communicate your position within the context of other points of view and demonstrate proficiency in employing appropriate conventions including structure, grammar, mechanics, and documentation

This section in particular emphasizes writing essays that are the sum of several arguable points, or assertions, each necessary to establish an overarching claim—what we will call **additive argument**. Students will learn three forms of supporting assertions through their analysis and interpretations of texts: **close reading** the language authors use, agreeing and disagreeing with arguable points made by others (**they say/I say**), and putting one author into conversation with another (**pairing**). They will also practice affirming the **significance** of their arguments, or how to make their readers aware of how they are contributing new insights to an ongoing conversation about an issue.

REQUIRED TEXTS & MATERIALS

There are three required textbooks:

- *They Say/I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein. 2nd edition. Norton, 2010. ISBN 9780393933611.
- *Rhetorical Grammar* by Martha Kolln and Loretta Gray. 6th edition. Longman, 2009. ISBN 9780205706754.
- English 170 Course Packet, available exclusively from University Readers (<https://students.universityreaders.com/store/>)

Additional readings and handouts will be made available online (as PDF files) on the course web site or through Carroll Library course reserves.

Bring the course packet to every class. For the first few weeks, have *They Say/I Say* with you each day. Beginning with Sequence 2, bring *Rhetorical Grammar* with you to each class.

You are expected to have a reliable printer at your disposal to print out handouts, exercises, and drafts as needed.

Your essay drafts must be formatted according to MLA style conventions. There is no required handbook that describes MLA style, so you will need to seek out reference books or accurate web sites that provide the necessary guidelines.

Purchase a simple pocket folder for turning in multiple assignments at a time and for reflection portfolios. Since you will need to save all of your work throughout the semester, I strongly

recommend you store and organize your documents in a expanding file or binder.

COURSE SCHEDULE

A detailed schedule will be distributed at the start of each essay sequence. For your reference, these are the *tentative* due dates for the major assignments:

In-Class Writing Sample	Monday, January 23
Writing Sample Reflection	Tuesday, January 31
Exam	Friday, February 10
Sequence 1 Final Draft	Thursday, February 23
Sequence 1 Reflection Portfolio	Monday, February 27
Sequence 2 Final Draft	Monday, March 26
Sequence 2 Reflection Portfolio	Thursday, March 29
Sequence 3 Final Draft	Tuesday, April 17
Sequence 3 Reflection Portfolio	Friday, April 20
Sequence 4 Final Draft	Monday, May 7*

*Due during the finals period. Students will turn in this assignment online.

GRADING

The grade you receive for each essay sequence will make up a quarter of your final course grade, although each sequence grade will be calculated using a different weighted sum of assessments:

Sequence 1

- 20% = Writing Sample Reflection
- 30% = Exam
- 15% = Participation (Exercises, Drafts, In-Class Activities)
- 15% = Sequence 1 Reflection Portfolio
- 20% = Final Draft

Sequence 2

- 25% = Participation (Exercises, Drafts, In-Class Activities)
- 25% = Reflection Portfolio
- 50% = Final Draft

Sequence 3

- 20% = Participation (Exercises, Drafts, In-Class Activities)
- 20% = Reflection Portfolio
- 60% = Final Draft

Sequence 4

- 20% = Participation (Exercises, Drafts, In-Class Activities)
- 80% = Final Draft

Thus, your final grade breaks down this way:

- Exam = 7.5%
- Participation = 20%
- Reflection Portfolios = 20%
- Final Drafts = 52.5%

Midterm grades for Freshmen will be estimated according to a proportionate weighted sum.

I will convert sequence grades to the 4.0 scale, but I will only use the following increments, rounding when necessary: 4.0 (A), 3.5 (A/B), 3.0 (B), 2.5 (B/C), 2.0 (C), 1.0 (D), 0.0 (F).

COURSE WEB SITE

The course web site (<http://eng170.grou.ps/>) is hosted on the GROU.PS platform. (There is a link to the site from the course page on my.carroll.edu.) You will need to create a GROU.PS account (or log in using a Facebook account) so that you may read and post to the blog. I may also use the site to share files and post reminders. All content on this site is visible only to members, that is, the students of the two sections of English 170 I teach.

EXAM, WRITING SAMPLE, & WRITING SAMPLE REFLECTION

The first sequence begins with having students write a short sample essay in class, simply to assess their current reading and writing abilities. In the classes that follow, I will introduce a framework for writing significant additive arguments for the term, and students will reflect on how they would revise their samples to correspond to that model.

The exam will come midway through the first sequence and will test students' understandings of key concepts and vocabulary. Ideas and terms introduced at the start of the semester will be carried through the entire term, so it is imperative that students know and can practice the foundational modes of reading and writing for the course.

ESSAY DRAFTS

The first three sequences require you to complete at least two drafts leading up to a final version, three to six pages in length. In the final sequence, you will revise and expand one of your previous three essays over several additional drafts.

All essay drafts are required and must be completed in order. Because it is so important that you complete the essay drafts on time and according to the instructions provided, you will receive points for preliminary drafts that count toward your participation grades. Late drafts will receive no points, and students will lose points for turning in drafts do not follow the assignment prompts or drafts that only minimally revise previous versions.

Each final draft will have its own set of requirements and will be evaluated holistically.

All essay drafts (preliminary *and* final) must be:

- Typed using 12-point Times New Roman font
- Formatted according to MLA style conventions, with a proper heading instead of a title page
- Double-spaced
- Set with one-inch margins at top and bottom, 1.25" margins on left and right sides

DO NOT include the following in any essay draft:

- Block quotations or quotations longer than five lines of text
- Research from outside sources, unless explicitly permitted

All essay drafts must be saved in Microsoft Word format (*.doc, *.docx) or Rich Text format (*.rtf) and uploaded via a link to FileStork provided on the blog on the course web site. This procedure ensures that I have an electronic copy of your drafts, marked with the date and time of submission. *You must include your initials and section letter in your filename so that each student's file is recognized as unique. Otherwise, when using FileStork, one student will save over another student's file if the two have identical filenames.* You still must turn in hard copies of your drafts when they are due and bring hard copies of drafts to class for peer reviews, unless otherwise directed. I will not comment on students' drafts until I have received electronic copies.

EXERCISES & IN-CLASS ACTIVITIES

Any homework that is not part of an essay sequence will be considered an exercise. The course web site features a blog where I will post the exercise prompts and students will add comments that contain the text of their exercises. All comments will be labeled with the author's name and the time when the text was posted. Students are encouraged to read their peers' exercises and note how they are responding to the course material and trying out the modes of writing introduced in class.

Exercises must be posted to the blog by noon on the day they are indicated as due in the course schedule, unless otherwise directed. In addition, students must always bring hard copies of their exercises to class. (It is not easy to print the blog, so it is best to compose your exercises in a word processor first, print them, and then copy the text into the blog as comments.) Note that for some exercises, you will need to bring more than one copy of your work for use in class activities.

You may request feedback on any exercise, but I normally do not provide comments on exercises, since students will further develop the material during in-class activities and in essay drafts.

In-class activities (not to be confused with peer reviews, described below) are meant to test your understanding of course concepts or generate material for drafts. You will receive full points for activities you complete during class unless you choose to participate passively or you disrupt your peers.

PEER REVIEWS & CONFERENCES

This course requires constant collaboration with peers and your instructor. Peer reviews are opportunities for students to provide each other with feedback on exercises and essay drafts. Twice during the semester you are required to meet with your instructor outside of class for roughly 20 minutes to discuss your work in progress, what we will call conferences.

REFLECTION PORTFOLIOS

You will write guided reflections, supplemented with documentation (exercises, peer reviews, in-class activity handouts), assessing your writing and describing your revision process at the close of the first three sequences. The reflection portfolios will serve as the means of evaluating your participation in peer reviews and conferences, but you will need to reference exercises, in-class activities, and drafts

as well. There is no reflection portfolio assigned for the final sequence, because you will be revising an essay you have already written and assessed.

MISSING CLASS & LATE WORK

I do not expect perfect attendance, but because this course is designed as a writing workshop, regular class participation is necessary. For all students, the point totals for participation grades will be set slightly lower than the total points possible to account for the occasional absence. Points accrued in excess of the total will not be considered extra credit, however.

Exercises, In-Class Activities, and Peer Reviews. These assignments are designed to occur at specific points in the writing process *and cannot be made up*. You will be asked to leave class if you have not completed the necessary preparation for the day's activity or peer review. Some peer reviews often require several steps that must be completed in order: failing to complete a particular step by the deadline stated will not allow you to participate further.

Essay Drafts and Reflection Portfolios. Here the course schedule is sufficiently detailed to allow you to plan ahead. If you need to miss a class the day an essay draft or reflection portfolio is due, I expect you to contact me to work out arrangements to turn in your paper or portfolio before the deadline and therefore avoid late penalties. I will read and grade but not offer written comments on late essay drafts. I may return late drafts to you after I hand the same assignment back to the other students. Late final drafts and reflection portfolios will incur a reduction of 0.5 *from your sequence grade* for each day that the assignment is late until the point where the highest grade a student could receive is 2.0 (C).

Conferences. You will receive significantly fewer points for conferences you need to reschedule after missing your appointment or canceling it at the last minute.

Difficulties with technology do not excuse late work. You are expected to save your files to different locations for safekeeping, backup your files, and make and keep hard copies for your reference. You should anticipate problems technology may create and have alternate strategies ready for times that technology fails.

COMMUNICATION & TECHNOLOGY POLICIES

You are expected to check your carrollu.edu email account regularly. Crucial announcements will be sent via email. I will email you comments on certain exercises and drafts, too.

I will reply to messages you send directly to me (mvechins@carrollu.edu) within 24 hours—excluding weekends, when it may take me slightly longer to respond. I usually only set aside time to handle email twice daily. *I do not accept any assignment sent to me via email.*

No laptops or other portable electronic devices are allowed in class. It is difficult to coordinate in-class activities and peer reviews when some students bring in their laptops while others come with printouts of their work. Therefore, hard copies of readings and student work will be the norm.

During class, cell phones must be turned off and kept out of view at all times.

ACADEMIC INTEGRITY

Plagiarism is presenting someone else's words or ideas as your own. In your work for this class, it is essential that you properly cite the outside sources that you use in your writing. (That said, most assignments will direct you to use course readings exclusively. *Assignment descriptions will specify occasions when outside research is allowed or required.*)

Please understand that plagiarism is a serious violation and is punished severely by the university. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be reported to the Student/Faculty Ethics Committee and receive a zero for a grade or no points for the assignment.

Plagiarism is one form of academic dishonesty but not its only form. Misrepresenting group collaborations is another, just to give one example. Potentially dishonest and unethical practices will be investigated on a case by case basis, according to the Carroll University Academic Integrity Policy outlined in the student handbook.

OUR CLASS AS A COMMUNITY

Because of the highly collaborative nature of the class, I expect that students will be active participants in a strong class community where individuals learn from each other. I hope that students will come to see the value of group work and peer and instructor feedback for the writing process, often thought of as simply a solitary activity. In order for this to happen, students must be willing to share their work, sometimes unpolished and tentative, and so we will work to build trust while remaining critical enough to challenge each other to improve.

Our activities and discussions will involve interpretations and applications of texts we read, and so usually we are not looking for specific, right or wrong answers. Yet our inquiries should be grounded in evidence and critical thinking, and students themselves, being familiar with the texts we read, should be aware when this is lacking and demand further justification.

I appreciate all contributions to class discussion. Often I ask students to explain the ideas they share or ask them to push those ideas further. In those cases I am hoping that students can share the thinking behind their ideas or extend their ideas, since in your writing for this course you will need to do just that. I know that this is a challenge to do on the spot; at any time during a discussion, feel free to pass or take some time to reflect. By questioning or pushing students in class discussion, I am not rejecting their ideas. Likewise, students are entitled to question my ideas or ask for further explanations during class discussions, and I will try my best to justify my methods and point of view.

Respect for diversity of all kinds is vital to creating a safe and stimulating intellectual environment. In discussion and when writing, treat others with respect despite our differences—in race, religion, age, gender or gender identity, sexual orientation, class, ability and disability, political beliefs, and so on.

DISABILITY ACCOMMODATION

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@cc.edu.

The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

ENGLISH 170: Writing Seminar
Dr. Matthew James Vechinski
Carroll University

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3.	William Powers, "Gone Overboard," <i>Hamlet's BlackBerry</i> , HarperCollins Publishers, 2011, pp. 48-65.	37
4.	Cathy N. Davidson, "The Changing Workplace," <i>Now You See It: How the Brain Science of Attention Will Change the Way We Live, Work, and Learn</i> , Viking Press, 2011, pp. 165-187.	59
5.	Clay Shirky, "Means," <i>Cognitive Surplus: Creativity and Generosity in a Connected Age</i> , Penguin Group (USA) Inc., 2010, pp. 42-64.	71
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SP 2012 UNDG SCTL Survey
SP 2012 UNDG 2012

Carroll University
Online Course Evaluation Portal

Course: ENG170 (UG11) O - Writing Seminar

Department: ENGLIENG

Responsible Faculty: Matthew Vechinski

Resp. Rec'd / Expected: 9 / 14

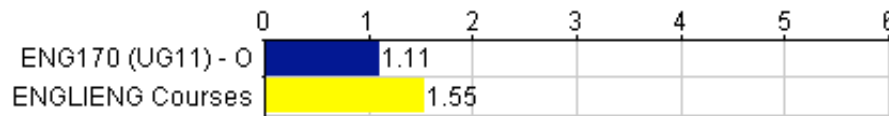
7.00 Grade (9 responses)

4.00 Excellent to Poor (36 responses)

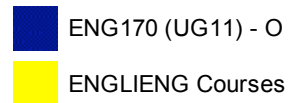
Overall Mean: **3.92** Strongly Agree to Strongly Disagree (162 responses)

1.22 Reason Taking Course (9 responses)

1.11 Class (9 responses)



Graph Legend



Status Questions

ENG170 (UG11) - O

--- Comparisons ---

ENGLIENG

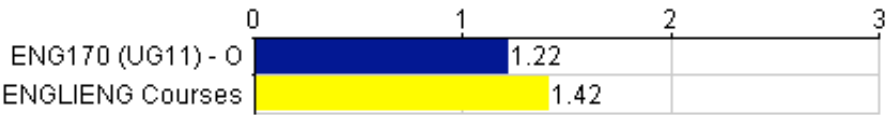
	Responses (%)						Course						
	[F]	[S]	[J]	[S]	[GS]	[O]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q1 Class:	89	11	0	0	0	0	1	1	.31	9	1.11	1.55	48

Number of Courses / Survey Responses used for Comparisons:

42 / 532

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [GS] Grad Student=5 [O] Other=6

Pct = Percentile Rank (Higher is better)

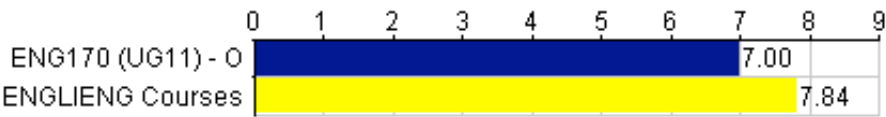


Graph Legend

- ENG170 (UG11) - O
- ENGLIENG Courses

Status Questions	ENG170 (UG11) - O								--- Comparisons ---	
	Responses (%)				Course				ENGLIENG	
	[LO]	[MO]	[E]	Med.	Mode	S.D.	N	Mean	Mean	Pct
	Q2 Reason for taking the course:	78	22	0	1	1	.42	9	1.22	1.42
Number of Courses / Survey Responses used for Comparisons:									42 / 532	
Responses:										
[LO] LSP or General Education Requirement=1										
[MO] Major or Minor Requirement=2										
[E] Elective=3										

Pct = Percentile Rank (Higher is better)

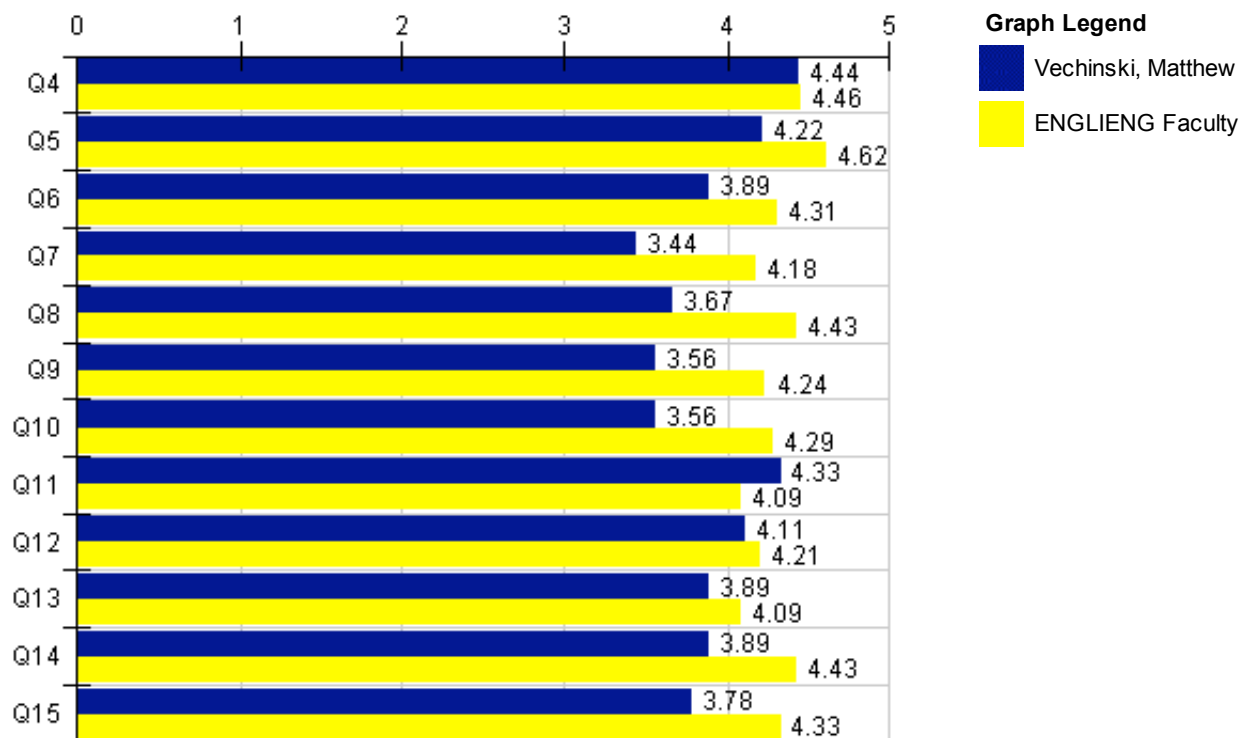


Graph Legend

- ENG170 (UG11) - O
- ENGLIENG Courses

Status Questions	ENG170 (UG11) - O													--- Comparisons ---		
	Responses (%)									Course				ENGLIENG		
	[A]	[AB]	[B]	[BC]	[C]	[D]	[F]	[S]	[U]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q3 Anticipated final grade:	11	33	22	11	22	0	0	0	0	7	8	1.33	9	7	7.84	10
Number of Courses / Survey Responses used for Comparisons:															42 / 506	
Responses: [A] A=9 [AB] A B=8 [B] B=7 [BC] B C=6 [C] C=5 [D] D=4 [F] F=3 [S] S=2 [U] U=1																
Pct = Percentile Rank (Higher is better)																

Category Instructions: Please indicate your level of agreement with each of the following statements.



Instructor About the instructor		Vechinski, Matthew										--- Comparisons ---	
		Responses (%)					Individual					ENGLIENG	
		[S=]	[A=]	[N=]	[D=]	[S=]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q4	The instructor is prepared for each class.	67	22	0	11	0	5	5	.96	9	4.44	4.46	43
Q5	The instructor knows the subject matter.	67	11	11	0	11	5	5	1.31	9	4.22	4.62	12
Q6	The instructor stimulates interest in the subject.	33	33	22	11	0	4	4,5	.99	9	3.89	4.31	24
Q7	The instructor grades fairly.	22	22	33	22	0	3	3	1.07	9	3.44	4.18	12
Q8	The instructor helps students when needed.	33	33	0	33	0	4	2,4,5	1.25	9	3.67	4.43	17
Q9	The instructor communicates the subject matter effectively.	22	44	11	11	11	4	4	1.26	9	3.56	4.24	20
Q10	The instructor maintains a classroom environment that facilitates learning.	22	44	11	11	11	4	4	1.26	9	3.56	4.29	10
Q11	The instructor provides timely feedback on academic performance.	56	22	22	0	0	5	5	.82	9	4.33	4.09	70
Q12	The instructor uses technology appropriately to enhance learning.	44	33	11	11	0	4	5	.99	9	4.11	4.21	43
Q13	The instructor uses an appropriate variety of teaching methods.	33	33	22	11	0	4	4,5	.99	9	3.89	4.09	31
Q14	The instructor demonstrates respect for students.	44	22	11	22	0	4	5	1.20	9	3.89	4.43	15
Q15	Overall, the instructor is an effective teacher.	33	33	22	0	11	4	4,5	1.23	9	3.78	4.33	22
Number of Individuals / Survey Responses used for Comparisons:												42 / 532	

Responses: [S=] SA = Strongly Agree=5 [A=] A = Agree=4 [N=] N = Neutral=3 [D=] D = Disagree=2 [S=] SD = Strongly Disagree=1

Pct = Percentile Rank (Higher is better)

Q16 - What characteristics or qualities of the instructor were most successful in facilitating learning and should be

preserved? Why?**Faculty:** Vechinski, Matthew**Instructions:** *In the space provided below, please provide your comments and suggestions.***Response Rate:** 33.33% (3 of 9)

- he was willing to help when you asked questions



I liked the variety of exercises and learning methods that he used to teach the class. He let us work independently and helped

- us when we needed him to. He taught good tools for writing and he was an exceptionally timely professor, both in class and in returning assignments with feedback.



- He is excellent at coming up with creative activities that got at the meat of the matter. I feel like i have learned a ton from him. He is obviously well read and knows his subject.

**Q17 - What characteristics or qualities of the instructor were least successful in facilitating learning and should be revised or eliminated? Why?****Faculty:** Vechinski, Matthew**Instructions:** *In the space provided below, please provide your comments and suggestions.***Response Rate:** 33.33% (3 of 9)

- none



- I think the overall topic of the class is awful. He taught it well, but the material was hard for me to get accustomed to.



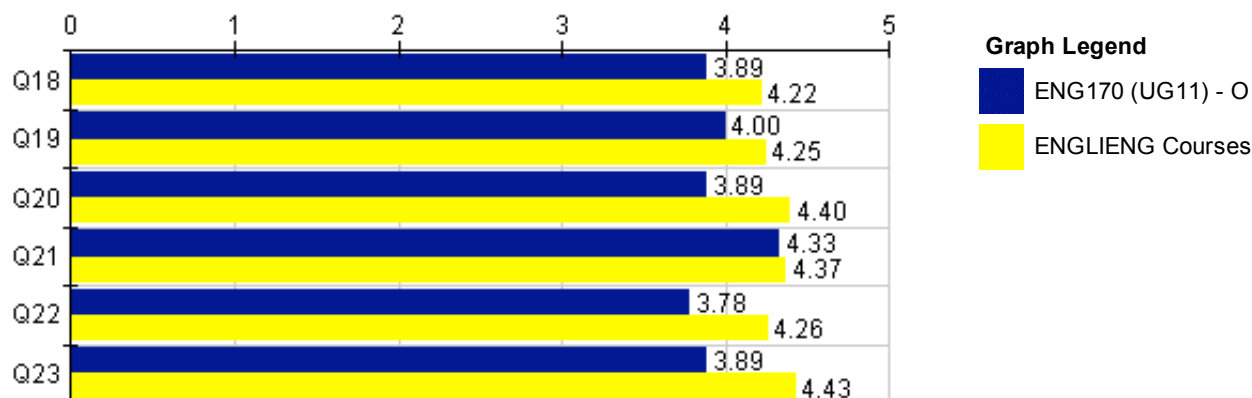
His classroom etiquette was lacking. When students were difficult the situation was not handled maturely.

Some of the restrictions were so knit-picky, that it distracted from what we were learning, and made the focus the small unimportant requirements.

- The blog was a nice use of technology. But he didn't post assignments with enough time to plan ahead. I specifically had to miss class a time or two, and wanted to get ahead so i didn't miss the due date that day. but he didn't post activities sometimes until the day of. It was frustrating having to work on his time, as apposed to planning things our own way when we could put the most effort into things.



Category Instructions: Please indicate your level of agreement with each of the following statements.



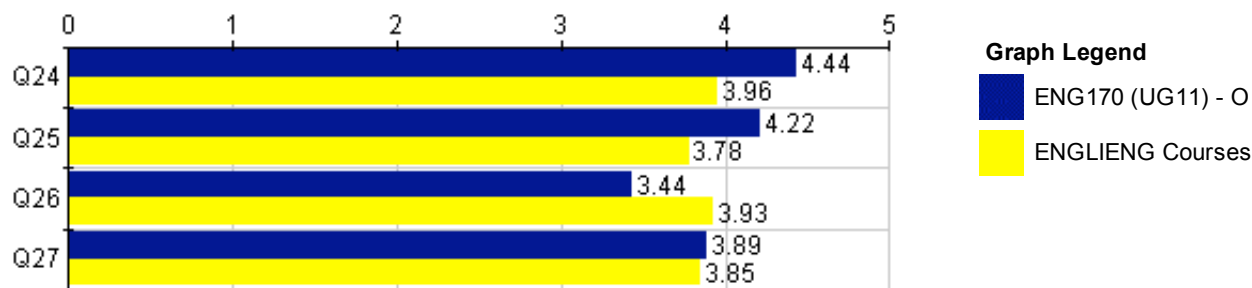
Course About the course		ENG170 (UG11) - O										--- Comparisons ---	
		Responses (%)					Course					ENGLIENG	
		[S=]	[A=]	[N=]	[D=]	[S=]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q18	Course materials (books, handouts, etc.) facilitate learning.	22	56	11	11	0	4	4	.87	9	3.89	4.22	20
Q19	Course assignments contribute to learning.	33	33	33	0	0	4	3,4,5	.82	9	4	4.25	24
Q20	Course content addresses the topics listed in the syllabus.	22	56	11	11	0	4	4	.87	9	3.89	4.40	17
Q21	Course work (exams, homework, projects, etc.) is academically challenging.	44	44	11	0	0	4	4,5	.67	9	4.33	4.37	48
Q22	Course exams reflect material covered in class and assigned readings.	22	44	22	11	0	4	4	.92	9	3.78	4.26	24
Q23	Course goals, expectations and policies are clearly stated in the syllabus.	22	56	11	11	0	4	4	.87	9	3.89	4.43	12

Number of Courses / Survey Responses used for Comparisons: 42 / 532

Responses: [S=] SA = Strongly Agree=5 [A=] A = Agree=4 [N=] N = Neutral=3 [D=] D = Disagree=2 [S=] SD = Strongly Disagree=1

Pct = Percentile Rank (Higher is better)

Category Instructions: *Please provide an honest assessment of your efforts to learn in this course.*



Course Effort to learn	ENG170 (UG11) - O										--- Comparisons ---	
	Responses (%)					Course					ENGLIENG	
	[E=]	[V=]	[G=]	[F=]	[P=]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q24 I would rate my level of daily preparation as...	67	11	22	0	0	5	5	.83	9	4.44	3.96	93
Q25 I would rate my level of participation as...	44	33	22	0	0	4	5	.79	9	4.22	3.78	93
Q26 I would rate my level of learning as...	33	11	33	11	11	3	3,5	1.34	9	3.44	3.93	12
Q27 I would rate my level of course engagement as...	33	33	22	11	0	4	4,5	.99	9	3.89	3.85	50

Number of Courses / Survey Responses used for Comparisons: 42 / 532

Responses: [E=] E = Excellent=5 [V=] VG = Very Good=4 [G=] G = Good=3 [F=] F = Fair=2 [P=] P = Poor=1
Pct = Percentile Rank (Higher is better)

Q28 - What characteristics or qualities of the course were most successful in facilitating learning and should be preserved? Why?

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 22.22% (2 of 9)

- i would say learning about the style of writing because you gradually learned it, which made it easier
- I liked the blog, and the exercises that we completed in class. they were interactive but also a good use of technology.

Q29 - What characteristics or qualities of the course were least successful in facilitating learning and should be revised or eliminated? Why?

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 22.22% (2 of 9)

- none
- There was a lot of subject matter to take in with such limitted time.

Q30 - Finally, if relevant, please describe aspects pertaining to class size (i.e., enrollment) and or facilities (e.g., heating, cooling, lighting, desks, whiteboards, etc.) that positively or negatively affected your learning.

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 33.33% (3 of 9)

- none
- i liked the number of students in my class. the only tiny little negative contribution to the facility was the distance i had to walk in 10 minutes from the end of one class on campus to the far side of campus which sometimes made me right on time and pushing late.
- the desks were too small for comfortable use. They didn't allow for decent note taking space or working on in class activities.

For some students, the id swipe to get into the building didn't always work, resulting in late appearances to class.



SP 2012 UNDG SCTL Survey
SP 2012 UNDG 2012

Carroll University
Online Course Evaluation Portal

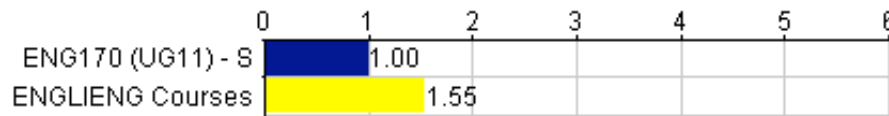
Course: ENG170 (UG11) S - Writing Seminar

Department: ENGLIENG

Responsible Faculty: Matthew Vechinski

Resp. Rec'd / Expected: 7 / 14

6.67 Grade (6 responses)
4.07 Strongly Agree to Strongly Disagree (126 responses)
Overall Mean: **3.43** Excellent to Poor (28 responses)
1.14 Reason Taking Course (7 responses)
1.00 Class (7 responses)



Graph Legend

ENG170 (UG11) - S
 ENGLIENG Courses

Status Questions

ENG170 (UG11) - S

--- Comparisons ---

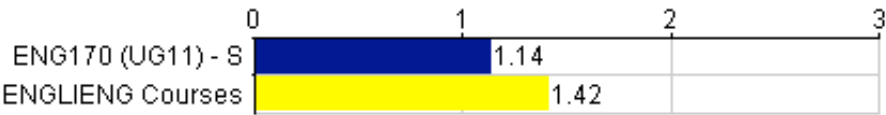
	Responses (%)						Course					ENGLIENG	
	[F]	[S]	[J]	[S]	[GS]	[O]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q1 Class:	100	0	0	0	0	0	1	1	0	7	1	1.55	3

Number of Courses / Survey Responses used for Comparisons:

42 / 532

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [GS] Grad Student=5 [O] Other=6

Pct = Percentile Rank (Higher is better)

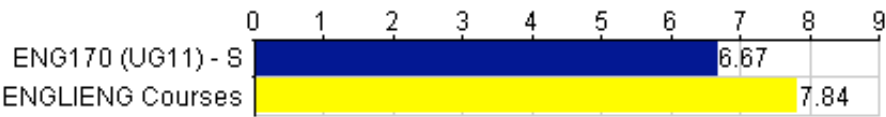


Graph Legend

- ENG170 (UG11) - S
- ENGLIENG Courses

Status Questions	ENG170 (UG11) - S								--- Comparisons ---	
	Responses (%)				Course				ENGLIENG	
	[LO]	[MO]	[E]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q2 Reason for taking the course:	86	14	0	1	1	.35	7	1.14	1.42	10
Number of Courses / Survey Responses used for Comparisons:									42 / 532	
Responses:										
[LO] LSP or General Education Requirement=1										
[MO] Major or Minor Requirement=2										
[E] Elective=3										

Pct = Percentile Rank (Higher is better)

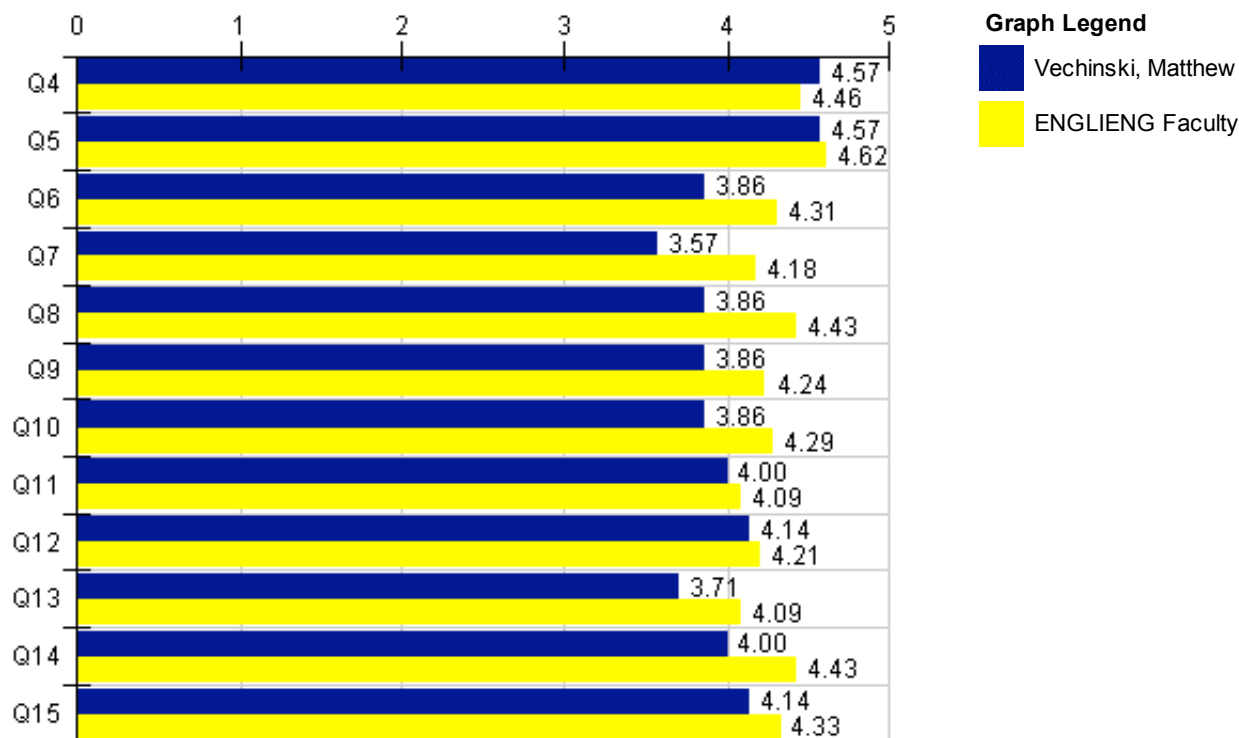


Graph Legend

- ENG170 (UG11) - S
- ENGLIENG Courses

Status Questions	ENG170 (UG11) - S													--- Comparisons ---	
	Responses (%)									Course				ENGLIENG	
	[A]	[AB]	[B]	[BC]	[C]	[D]	[F]	[S]	[U]	Med.	Mode	S.D.	N	Mean	Pct
Q3 Anticipated final grade:	0	17	50	17	17	0	0	0	0	7	7	.94	6	6.67	3
Number of Courses / Survey Responses used for Comparisons:														42 / 506	
Responses: [A] A=9 [AB] A B=8 [B] B=7 [BC] B C=6 [C] C=5 [D] D=4 [F] F=3 [S] S=2 [U] U=1															
Pct = Percentile Rank (Higher is better)															

Category Instructions: Please indicate your level of agreement with each of the following statements.



Instructor About the instructor		Vechinski, Matthew										--- Comparisons ---	
		Responses (%)					Individual					ENGLIENG	
		[S=]	[A=]	[N=]	[D=]	[S=]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q4	The instructor is prepared for each class.	57	43	0	0	0	5	5	.49	7	4.57	4.46	65
Q5	The instructor knows the subject matter.	57	43	0	0	0	5	5	.49	7	4.57	4.62	48
Q6	The instructor stimulates interest in the subject.	0	86	14	0	0	4	4	.35	7	3.86	4.31	22
Q7	The instructor grades fairly.	0	71	14	14	0	4	4	.73	7	3.57	4.18	15
Q8	The instructor helps students when needed.	14	57	29	0	0	4	4	.64	7	3.86	4.43	20
Q9	The instructor communicates the subject matter effectively.	29	29	43	0	0	4	3	.83	7	3.86	4.24	22
Q10	The instructor maintains a classroom environment that facilitates learning.	14	57	29	0	0	4	4	.64	7	3.86	4.29	22
Q11	The instructor provides timely feedback on academic performance.	14	71	14	0	0	4	4	.53	7	4	4.09	34
Q12	The instructor uses technology appropriately to enhance learning.	14	86	0	0	0	4	4	.35	7	4.14	4.21	46
Q13	The instructor uses an appropriate variety of teaching methods.	0	71	29	0	0	4	4	.45	7	3.71	4.09	22
Q14	The instructor demonstrates respect for students.	0	100	0	0	0	4	4	0	7	4	4.43	22
Q15	Overall, the instructor is an effective teacher.	29	57	14	0	0	4	4	.64	7	4.14	4.33	27
Number of Individuals / Survey Responses used for Comparisons:												42 / 532	

Responses: [S=] SA = Strongly Agree=5 [A=] A = Agree=4 [N=] N = Neutral=3 [D=] D = Disagree=2 [S=] SD = Strongly Disagree=1

Pct = Percentile Rank (Higher is better)






Q16 - What characteristics or qualities of the instructor were most successful in facilitating learning and should be

preserved? Why?

Faculty: Vechinski, Matthew

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 71.43% (5 of 7)




- knowledgeable, and made class go by quickly by keeping us busy and interested. 
- the ability to teach students a new type of writing style that is very effective 
- He provoked deep thought and forced us to work hard, but also provided us with the tools to actually do the work to the best of our ability. 
- the text he used was good. 
- Matthew was always willing to help out his students. 

Q17 - What characteristics or qualities of the instructor were least successful in facilitating learning and should be revised or eliminated? Why?

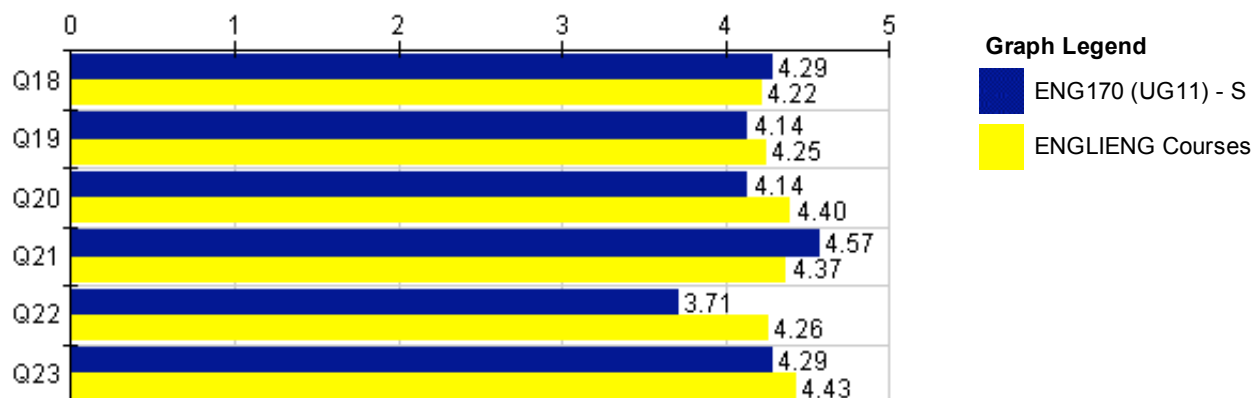
Faculty: Vechinski, Matthew

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 42.86% (3 of 7)

- There was just a large work load, perhaps more time on work. 
- didnt explain things well enough 
- I think Matthew should make the class more interesting. Also in some assignments it was a little confuse about what we needed to do, so I will recommend him to be more clear in his instructions. 

Category Instructions: Please indicate your level of agreement with each of the following statements.



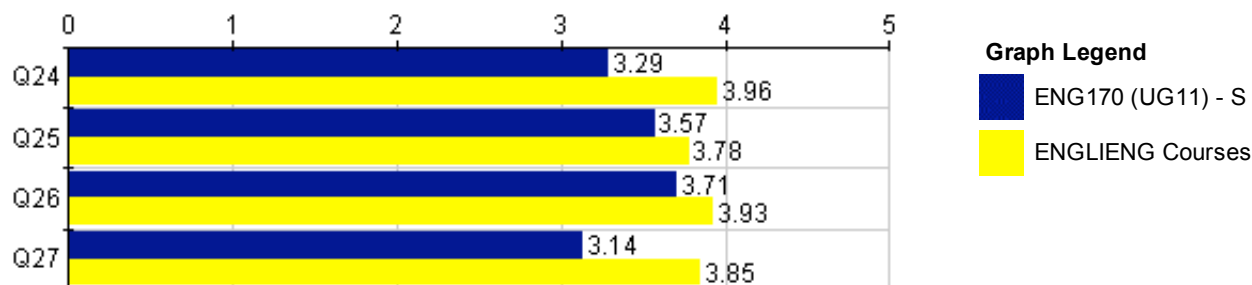
Course About the course		ENG170 (UG11) - S										--- Comparisons ---	
		Responses (%)					Course					ENGLIENG	
		[S=]	[A=]	[N=]	[D=]	[S=]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q18	Course materials (books, handouts, etc.) facilitate learning.	29	71	0	0	0	4	4	.45	7	4.29	4.22	60
Q19	Course assignments contribute to learning.	14	86	0	0	0	4	4	.35	7	4.14	4.25	41
Q20	Course content addresses the topics listed in the syllabus.	14	86	0	0	0	4	4	.35	7	4.14	4.40	29
Q21	Course work (exams, homework, projects, etc.) is academically challenging.	57	43	0	0	0	5	5	.49	7	4.57	4.37	81
Q22	Course exams reflect material covered in class and assigned readings.	0	71	29	0	0	4	4	.45	7	3.71	4.26	20
Q23	Course goals, expectations and policies are clearly stated in the syllabus.	29	71	0	0	0	4	4	.45	7	4.29	4.43	29

Number of Courses / Survey Responses used for Comparisons: 42 / 532

Responses: [S=] SA = Strongly Agree=5 [A=] A = Agree=4 [N=] N = Neutral=3 [D=] D = Disagree=2 [S=] SD = Strongly Disagree=1

Pct = Percentile Rank (Higher is better)

Category Instructions: *Please provide an honest assessment of your efforts to learn in this course.*



Course Effort to learn	ENG170 (UG11) - S										--- Comparisons ---	
	Responses (%)					Course					ENGLIENG	
	[E=]	[V=]	[G=]	[F=]	[P=]	Med.	Mode	S.D.	N	Mean	Mean	Pct
Q24 I would rate my level of daily preparation as...	14	14	57	14	0	3	3	.88	7	3.29	3.96	5
Q25 I would rate my level of participation as...	29	14	43	14	0	3	3	1.05	7	3.57	3.78	24
Q26 I would rate my level of learning as...	14	43	43	0	0	4	3,4	.70	7	3.71	3.93	34
Q27 I would rate my level of course engagement as...	0	29	57	14	0	3	3	.64	7	3.14	3.85	8

Number of Courses / Survey Responses used for Comparisons: 42 / 532

Responses: [E=] E = Excellent=5 [V=] VG = Very Good=4 [G=] G = Good=3 [F=] F = Fair=2 [P=] P = Poor=1
Pct = Percentile Rank (Higher is better)

Q28 - What characteristics or qualities of the course were most successful in facilitating learning and should be preserved? Why?

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 42.86% (3 of 7)

- the readings and the layout of the class as far as the sequences and such.
- the text book he put together.
- The examples Matthew used for the sequences.



Q29 - What characteristics or qualities of the course were least successful in facilitating learning and should be revised or eliminated? Why?

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 28.57% (2 of 7)

- none
- Class should be more interesting.



Q30 - Finally, if relevant, please describe aspects pertaining to class size (i.e., enrollment) and or facilities (e.g., heating, cooling, lighting, desks, whiteboards, etc.) that positively or negatively affected your learning.

Instructions: *In the space provided below, please provide your comments and suggestions.*

Response Rate: 28.57% (2 of 7)

- class room was fine
- N/A

