

ENG 300 Intro to Literary Studies
Spring 2013

Summary of Data Using Rubric for Communication

Assignment (from syllabus):

1. Argumentative research paper (25 points):

To achieve goals 1-7, students were asked to write a 6-8 page research-based literary interpretation of a topic of choice in relation to Art Spiegelman's *Maus*. This assignment incorporates the following elements:

- 200-250 word abstract
- annotated bibliography (5 points): min. six reputable sources, including at least TWO of the peer-reviewed journal articles posted on Laulima
- peer-reviewed draft (5-7 pages)
- final version (6-8 pages)

2. Oral Presentation on research paper (5 points)

- 5-7 minutes on your main conclusions
- PowerPoint required

The argumentative research paper required incorporating literary theory and a presentation at a forum similar to the MLA Annual Convention. Student papers required to use at least two of the theorists covered in Easthope and McGowan. Paper and presentation were evaluated by peers in the course.

Method:

Data on students' oral communication scores was collected in the following way: three librarians volunteered to attend some or all of the student presentations in ENG 300. They used the GE Rubric for Communication to score the presentations. Some student presentation were reviewed by two, some by three reviewers because of the latter's prior commitments elsewhere.

Furthermore, students knew that they would be reviewed (though not scored) by their peers. From syllabus:

3. Free-Write (10 points)

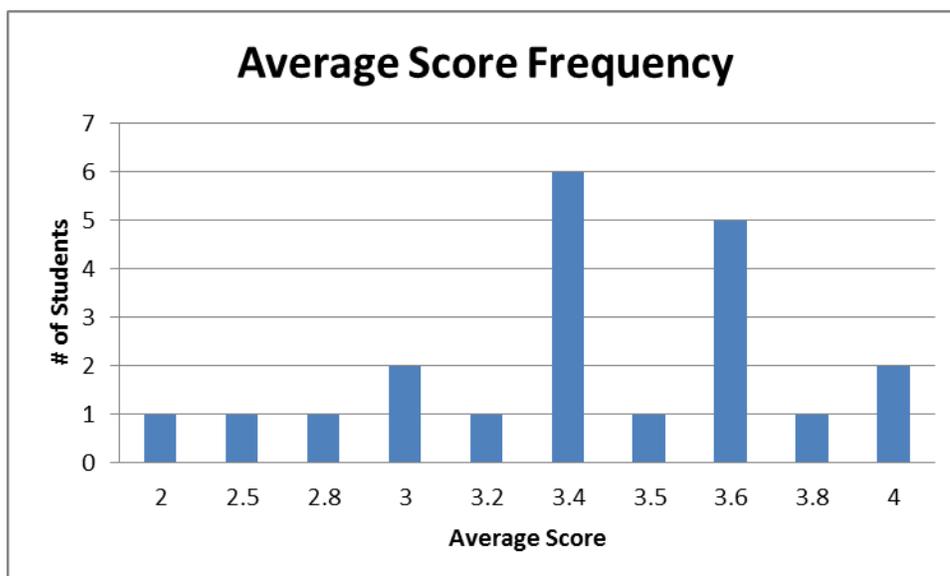
To encourage active listening, each student will be required to turn in a 3-4 page free-write on what s/he learned from class research presentations. Evaluate the information presented, discuss it in relation to your own

research, and explain what you have learned by listening to other students' presentations.

Results:

Student	Score 1	Score 2	Score 3	AVERAGE	Notes
A	2-2-2-2-2	2-2-2-2-2	2-2-2-2-2	2	
B	3-2-2-2-2	3-2-3-3-2	3-2-2-2-2	2.5	
C	4-4-3-3-4	4-4-3-3-3	4-4-3-3-3	3.4	
D	2-3-3-3-3	3-3-3-3-3	3-3-4-3-3	3.6	
E	3-3-4-2-4	3-3-4-2-4	3-3-4-2-4	3.2	
F	4-3-4-4-4	4-3-4-4-4		3.8	
G	4-4-4-4-4	4-4-4-4-4	4-4-4-4-4	4	ESL
H	4-4-3-3-4	4-4-3-3-4	4-4-3-4-4	3.6	
I	4-4-3-3-3	4-4-3-3-3	4-4-3-3-3	3.4	
J	4-4-4-4-4	4-4-4-4-4	4-4-4-4-4	4	ESL
K	3-3-3-3-3	3-3-3-3-3	3-3-3-3-3	3	
L	3-3-3-3-3	3-3-3-3-3	3-3-3-3-3	3	ESL
M	3-3-4-3-4	3-3-4-3-4	3-3-4-3-4	3.4	
N	4-4-3-4-3	4-4-3-4-3	4-4-3-4-4	3.6	
O	4-4-3-3-4	4-4-3-3-4		3.6	
P	2-3-2-3-3	3-3-2-3-4		2.8	
Q	3-3-3-3-4	2-3-3-3-4		3.4	
R	4-3-3-3-4	4-3-3-3-4		3.4	
S	3-3-3-4-4	3-3-3-4-4		3.4	
T	3-4-3-4-4	3-4-3-3-4		3.5	ESL
U	4-4-3-3-4	4-4-3-3-4		3.6	

Averages				
Line of Reasoning	Organization and Structure	Content	Style and Voice	Visual Presentation Method
3.36	3.30	3.09	3.15	3.5



There were no “1” scores (“beginning”). The majority of the students scored “3” (“competent”) or “4” (“advanced”). Student A only earned “2” scores (“emerging”), a reflection of the major technical difficulties she experienced (she brought the wrong PowerPoint, and spoke very softly).

The results show that ENG 300 students overall were strong presenters with satisfactory verbal communication skills and a solid grasp on both form and content. It was evidently an advantage for the students to have gone through the process of writing a research proposal, annotated bibliography, draft, and revision of their final paper. Thus, the majority scored "3" or "4" on the thesis ("line of reasoning").

“Content” and “Style and Voice” scored slightly lower on average, mainly pooling around a “3.” The vast majority of the class scored very high on “Line of Reasoning.” This suggests that they have strong oral communication skills, regardless of their writing skills. For example, student C and student K got an A and a B respectively for their oral presentation and D’s for their final paper. This shows that reasoning skills are not being adequately applied to their longer, sustained written works even though students are capable of doing so. The fact that “Content” scored the lowest on average shows that students may not have effectively prioritized the presentation of their materials, even though this was a requirements in the assignment.

Interestingly, the four ESL students scored high, sometimes higher, than the native speakers.

Given these results, it can be concluded that the students in ENG 300 scored at a satisfactory to better-than-satisfactory level at oral communication.

Reliability of data:

The outside reviewers' scores are much more uniform than scores collected using similar rubrics when reviewers work alone. This may owe to several reasons, including reviewers conferring with one another during the scoring process in the classroom. This does not have to detract from the validity of the scores, but needs to be noted as a possible reason for the consistent pattern of uniformity.