### FALL 2006 HONOLULU COMMUNITY COLLEGE WI PROGRAM STUDENT ASSESSMENT

#### FALL '06 WI COURSE:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 209 TR 1 PM</td>
<td>ENG 209</td>
<td>D. Donovan</td>
</tr>
<tr>
<td>REL 151 MW 10 AM</td>
<td>REL 151</td>
<td>Panisnick</td>
</tr>
<tr>
<td>WS 151 M 5 PM</td>
<td>WS 151</td>
<td>Roberts-Deutsch</td>
</tr>
<tr>
<td>AMST 201 TR 11:30 AM</td>
<td>AMST 201</td>
<td>Ziegler</td>
</tr>
<tr>
<td>ENG 250 TR 11:30 AM</td>
<td>ENG 250</td>
<td>B. Kwon</td>
</tr>
<tr>
<td>HAW 261 MW 8:30 AM</td>
<td>HAW 261</td>
<td>Keaulana</td>
</tr>
<tr>
<td>ENG 257L MW 10 AM</td>
<td>ENG 257L</td>
<td>Hinds</td>
</tr>
<tr>
<td>REL 151 T 5 PM</td>
<td>REL 151</td>
<td>Panisnick</td>
</tr>
<tr>
<td>HIST 242 WEB</td>
<td>HIST 242</td>
<td>Patterson</td>
</tr>
<tr>
<td>ART 101</td>
<td>ART 101</td>
<td>Roberts-Deutsch</td>
</tr>
<tr>
<td>PHIL 211 TR 10 AM</td>
<td>PHIL 211</td>
<td>Moore</td>
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<tr>
<td>PHIL 120 WEB</td>
<td>PHIL 120</td>
<td>Pine</td>
</tr>
</tbody>
</table>

Replies 156; Forms 159

#### How many WI courses have you taken (including this one)?

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41.2%</td>
</tr>
<tr>
<td>2</td>
<td>35.9%</td>
</tr>
<tr>
<td>3</td>
<td>10.5%</td>
</tr>
<tr>
<td>4</td>
<td>7.2%</td>
</tr>
<tr>
<td>5</td>
<td>2.6%</td>
</tr>
<tr>
<td>6+</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

Replies 153; Forms 159

#### How many transfer level credits (at HCC and other colleges) will you have completed by the end of this semester?

<table>
<thead>
<tr>
<th>Credit Range</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>42 or more</td>
<td>44.7%</td>
</tr>
<tr>
<td>26 - 41</td>
<td>28.3%</td>
</tr>
<tr>
<td>11 - 25</td>
<td>15.8%</td>
</tr>
<tr>
<td>Fewer than 10</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

Replies 152; Forms 159

#### What is your HCC Program/Major?

<table>
<thead>
<tr>
<th>Program/Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts (A.A.)</td>
</tr>
<tr>
<td>CENT</td>
</tr>
<tr>
<td>Early Childhood</td>
</tr>
<tr>
<td>Human Services</td>
</tr>
<tr>
<td>Admin of Justice</td>
</tr>
<tr>
<td>Fire</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Replies 152; Forms 159

- UHM Accounting Major
- Am not in any HCC Program
- Aero Tech
- Communication Arts
- Computer Electronics and Networking Technology
- UH Manoa Student
- A.S. Paralegal, A.S. ITS at KCC, no HCC major
- Education
- UH manoa cba, MIS
- BS (math)
- A.A.S. Welding Technology
- Nursing
- History
- CEE

#### What is your ULTIMATE ACADEMIC GOAL?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>42.0%</td>
</tr>
<tr>
<td>Master's</td>
<td>26.0%</td>
</tr>
<tr>
<td>Doctorate or Professional</td>
<td>14.7%</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>8.0%</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>2.0%</td>
</tr>
<tr>
<td>No degree - just taking courses</td>
<td>6.0%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Replies 150; Forms 159

For each of the following statements, please provide your candid evaluation of the degree to which you agree/disagree that the course fulfilled the expectations associated with the statement. (Strongly Disagree to Strongly Agree)
Writing assignments helped me learn more about the content of this course.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3%</td>
<td>8</td>
<td>4.6%</td>
<td>7</td>
<td>53.9%</td>
<td>82</td>
<td>0.0%</td>
<td>4.34</td>
</tr>
</tbody>
</table>

I received helpful feedback on my writing from my instructor.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0%</td>
<td>6</td>
<td>6.0%</td>
<td>9</td>
<td>63.6%</td>
<td>96</td>
<td>0.0%</td>
<td>4.40</td>
</tr>
</tbody>
</table>

I learned to proofread, edit, and revise my writing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0%</td>
<td>6</td>
<td>9.3%</td>
<td>14</td>
<td>52.3%</td>
<td>79</td>
<td>0.0%</td>
<td>4.28</td>
</tr>
</tbody>
</table>

I received helpful feedback on my writing from other students in my class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3%</td>
<td>14</td>
<td>24.7%</td>
<td>37</td>
<td>33.3%</td>
<td>50</td>
<td>0.0%</td>
<td>3.57</td>
</tr>
</tbody>
</table>

I improved my computer skills in composing and revising my writing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0%</td>
<td>6</td>
<td>23.2%</td>
<td>35</td>
<td>37.1%</td>
<td>56</td>
<td>0.0%</td>
<td>3.89</td>
</tr>
</tbody>
</table>

I revised my writing based on feedback from my instructor and/or my fellow students.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0%</td>
<td>6</td>
<td>9.4%</td>
<td>14</td>
<td>51.7%</td>
<td>77</td>
<td>0.0%</td>
<td>4.30</td>
</tr>
</tbody>
</table>

Writing assignment counted for a significant portion of my grade (at least 60%) in this class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0</td>
<td>4.0%</td>
<td>6</td>
<td>61.3%</td>
<td>92</td>
<td>0.0%</td>
<td>4.43</td>
</tr>
</tbody>
</table>

I completed at least sixteen pages of writing that went through a process of drafts and revisions.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7%</td>
<td>4</td>
<td>8.0%</td>
<td>12</td>
<td>58.0%</td>
<td>87</td>
<td>0.0%</td>
<td>4.37</td>
</tr>
</tbody>
</table>

I learned how to apply the vocabulary relevant to this course through the writing process.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7%</td>
<td>7</td>
<td>9.3%</td>
<td>14</td>
<td>46.0%</td>
<td>69</td>
<td>0.0%</td>
<td>4.23</td>
</tr>
</tbody>
</table>

I learned how to make my thinking clearer through the writing process.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0%</td>
<td>6</td>
<td>4.7%</td>
<td>7</td>
<td>53.3%</td>
<td>80</td>
<td>0.0%</td>
<td>4.35</td>
</tr>
</tbody>
</table>

If research was required, I learned techniques of good research and appropriate use of sources to support my ideas and writing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Replies</th>
<th>Forms</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7%</td>
<td>7</td>
<td>10.7%</td>
<td>16</td>
<td>47.3%</td>
<td>71</td>
<td>0.0%</td>
<td>4.21</td>
</tr>
</tbody>
</table>
I learned how to create different kinds of writing in relation to my purpose, subject, and audience.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4%</td>
<td>7.4%</td>
<td>47.7%</td>
<td>38.9%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Replies 149; Forms 159; Mean 4.23

What kinds of writing assignments did you complete for this course?

- Research & opinion based assignments.
- Discussion postings, response papers, research paper
- Weekly discussions, quizzes, essays, response papers, and a research paper
- We did the journals which was really intriguing because I got to express myself.
- I have completed sixteen journals.
- Journals and essays
- Journals about the class.
- Daily journals that would go over the discussions we had in class that day.
- we completed opinion papers. we wrote about what we thought about a topic that we had previously discussed in class and answered questions that were brought up in class.
- For this course, we had to complete sixteen journals relating to the class discussion, lecture, and reading material.
- allot of writing assignments about our ideas and what we talked about it class.
- We did a lot of journal entries on topics that he spoke about in class. Sort of like responses to what he was teaching us if we agreed or disagreed.
- Journals that required us to reflect and discuss the material in class. We were able to agree, disagree, or be neutral.
- JOURNAL ENTRIES, LECTURE EVALUATIONS, AND ESSAYS
- It was required that we respond to the lectures or to the reading materials. We are suppose to hand in 16 pages of journals.
- Feedback about what was said in class. we told how we felt about what the instructor was telling us.
- journals
- response papers
- The kind of writing in this class that I have completed for this course includes ethical and philosophical subjects. The writing assignments involve critical thinking. These writings have put an attempt to create more chaos and questions.
- Assignment based on topics pertaining to solving relationship problems, religion, etc....
- response papers and short essays of the certain subjects and significant events in the Hawaiian history
- Memos, emails, business letters, resumes, research papers
- cover letter
- resume
- research
- memos
- etc.
- Reports, Memos, Letters, and Emails
- Letter, memos, resume, cover letter
- letters and memos
- Business letters, memos
- memos, reports, letters, resume
- Memos emails drafts resumes
- cover letters
- MLA research paper, business letters and memos
- letters, memo, resume,
- Business Memos, Report etc.
- letters, memos, research papers, resume, cover letter
- Memos
- Business letters
- emails
- we shared how each other felt about each others major.. it was a very encouraging to hear everyone's feedback..
- memos, resume, cover letter, research paper, letters, e-mails.
- Memos
- Business Letters
- Research Paper
- Resume
- Cover Letter
- Final Paper, Memo, Business Letters
- Business letter
- memo
- business e-mail
- resume & cover letter
- four papers in regards to the content that was taught in the previous weeks assignments
- we completed about 4 papers on various topics which were introduced to us in the course.
- Mostly analysis' of stories and they were all in third person.
- analysis & research papers (all in third person)
- All different kine...talked about Hawaiian kine stuffs.
- essays, responses, and research.
- 4-4 page assignments. which were all based on some kind of Hawaiian story, he always stressed to write longer than the minimum.
- I have written paper based on songs, legends, stories, poems, and my own personal research. I was able to use different types of literature in order to analyze and comprehend my understanding of the reading.
For this class, I wrote papers which discussed such topics as characterization, setting, and motivation, utilizing materials found in J. R. R. Tolkien's books and details about his life and how it influenced the body of his work.

I completed a simple and on the subject writing that would let the reader understand what I am writing, without putting in extras like "icing on the cake" I learned a lot to be a better writer.

Philosophical analysis

Four two page papers and two four page papers. One included a paper on the immortality of the soul which I thought was interesting.

I wrote four three page papers. Instructor was very flexible with the topics which made writing in this class a lot easier.

Analysis and research papers based on the reading as well as outside sources on the works and life of Tolkien.

I wrote reaction papers as well as research papers on particular topics within the lord of the rings series

Weekly short essays, discussion comment and question posts, final essay, and revisions

Representations of each characters put in an essay.

We had five writing assignments about different objects, themes = characters, etc.. The papers got longer in length every time.

5 2-5 pagers with citations from text

5 2-5 pagers with citations from text

The kinds of writing assignments I did to complete this course were that of analyzing themes and characters in "The Lord Of The Rings".

I wrote papers on the subject of the Lord of the Rings. The papers were on the many traits and personalities found in the trilogy.

By the last day of class I will have completed 4 papers. I have written 3 papers so far. These papers included research and a reading assignment.

Research, analytical and others.

Assignments based on literature we read as an individual outside of class, and learned while in class participation.

I had to complete assignments that dealt with reading a writing, writing about the theme or topic in the writing and then compared it to either another writing or to something that is pop culture.

Relating historical pieces with those of Contemporary America. Defing power struggle in the characters of pieces we have read

We completed two 8-10 page essays and many other short in-class assignments.

I wrote about the similarity of pop culture and American literature. I wrote about what the struggles that America had to go through just to get where America is right now.

Most of the writing assignments that we completed were basically based on short poems, stories, etc.. We had to compare and contrast about different characters and even compare modern works with stories that we've read.

I completed writing based on our views in America comparing that to a certain selected reading that we went over.

Writing assignments I completed for this course was based on the readings that we read. We had to compare one of the readings to pop culture (music, television, movie, etc..). We also had free writes in the beginning of class about the previous reading we had to read the night before. We also had to write an essay based on the readings and how it deals with gender, race, and money.

We did two papers a ten-page and a 5-page essay on the works we were reading about.

For this class we did a paper about America and what it was like during that time. It was very interesting for me because I got to experience the different types of things that america was going through at the time and really got to learn which helped me a lot. We also did a paper on the different types of struggles for race, politics, and gender. This was the last paper and it was very hard at first for me because it was a little confusing. In the end though I feel I did all right.

We did a 8-10 page essay on the values of America and compare it with American literature. We also did another 4-5 page essay on the struggle for power from the material that we read in class.

We completed two ten-page writing assignments. For the first paper, we compared one reading that we went over with a contemporary pop culture.

The second paper, we compared two reading works that we went over. Each was 8 to 10 pages.

All kinds, movie reviews, books, out of our text.

Each week we had to respond to ethical issues by writing a short essay. Our assignments ranged from the cosmological perspective to Darwin's Theory of Natural Selection. We also completed a draft and final draft for a major paper.

Every week, we need to write at least one and a half page assignment. For the final paper, we need to write at least 5 pages.

The writing assignments I completed in this course were both short essay assignments and a medium length essay paper.

Analytical reports of fictional authors.

Papers and stuff on things we read in class.

Critical essays, primarily.

Opinion, analytical type of papers.

Critical and Literary analysis, Essays

essays, literally analyses from different authors.

argumentative style

I completed mostly critical analysis of literature, either from a predetermined thesis, or semi-structured thesis. I also had to produce a literary analysis paper in the taking a critical approach, such as sociological, psychoanalytical, biological etc.. using other references outside of the scope of the book itself.

Essay, after essay, after essay.

Essays on aspects of Asian history and a book report.

I completed approximately 16 pages of periodic journal response either from class discussions and /or from national and world events.

We talked about god, others and self in class. We turned in papers on subjects could in class. Read and could 2 books in deep thought.

Several writing assignments were required for our journal. We discussed many topics in class with the instructor.

Feedback to lectures in journal format.

Responses to discussions in class, text.

Journals on what we discussed in each lecture.


Journals. A collection of your thoughts, opinions, and understanding of the course material covered. Questions and solutions of situations discussed how I can incorporate the spirit into the institution.

I completed complex writing dealing with the vocabulary of the course and how it relates to my life.

Writing assignments that are involved in the inner-most topics, opinions and logic.

We mainly did a journal which included addressing issues on what we discussed in class I applied our discussions to real life situations.

I had written about Monet - a person from the past - Woebels - female artist ande a photogrphaer DeMellos.

Research, analysis, compare and contrast

Compare and contrast papers, research papers, analysis papers, personal

10 commentaries  1 eight to 10 page paper
In what ways did you receive feedback about your writing from your instructor and fellow students?

- We received feedback that was so messy that it was nearly impossible to read. I spoke to others as well and they said the same thing.
- Notes were handed back by instructor.
- The instructor would send back my writings with brief feedback but no mention of HOW to improve. Fellow students could reply to weekly discussions but was very rare.
- From our journals he edited and put some comments down if there was anything that needed to be fixed.
- I received feedback from my instructor.
- Corrections on grammar, content, spelling and examples.
- My instructors make corrections on my paper.
- Comments and verbal feedbacks were made by the teacher as he corrected our papers and assignments.
- We had great discussions in class and were always getting feedback on our thoughts. When we turned in work, we received them back with corrections that need to be made.
- I received grammatical feedback from my instructor.
- We had to turn in our writing assignments into the instructor when we were done with the papers. From that we correct the papers and hand it in again, then if the papers were all correct then we would get a check.
- He would proofread them for us.
- The instructor proof read the material and returned the paper.
- Grammar corrections, organization, and learn new method in which I could organize my ideas.
- We talked before and after classes.
- My instructor told me what I had to correct and how to correct it. He also told me that I needed to either add more things to make my paper correct.
- He consistently edited my writing and I made corrections.
- There were several ways in which I received feedback about my writing from my instructor and fellow students. One of the ways include the response from my instructor. Once a written journal is turned in; my instructor read it and return it back to me by the next class. The returned journal includes the instructor comments and corrections to improve my writing skills. The instructor look at the style and grammar of the journal. However, the context of the paper is not an issue.
- The feedbacks were given through our corrections.
- Mostly through scanned comments on written essays, quizzes or response papers.
- Peer evaluation (face-to-face), writing assignment evaluation (on paper).
- Received full feed back about every question I had.
- Oral feedback and written feedback on rough drafts of papers.
- Proofreading the grammar mistakes.
- Group interaction and presentations.
- Good feedback.
- Verbal feedback from both instructor and fellow students.
- Verbal and written feedback.
- The student in the class are very helpful. They help you correct some mistakes and tell you what to put to make is sound better.
- Through corrections and interview to go over the paper and what needs to be done.
- Written and oral feedback's.
- Verbal feedback.
- Written feedback.
- We exchanged stories about each others lives...e.g. love seats...sofas...furniture in general...
- Comments, suggestions, and corrections on my work from the teacher and students.
- Discuss with the instructor.
- Show instructor all first drafts.
- By a "grade" or proofreading.
- After teacher revises my paper, I learn from my mistakes and that is the way I receive my feedback.
through discussion boards and emails

- with marks on the paper showing what kind of problems I made on my paper so I can better myself for the next one.
- We discussed ideas and writing techniques.
- The instructor mad corrections, suggestions, and feedback on papers to let students know what they can improve on.
- He wrote on some of our papers telling us what we did wrong but that was only on the final paper so no can fix them so was junk.
- I asked them to read over my papers.
- He was anal about grammar and he made sure we knew what he wanted. Its a little tough for a non speaking or non local people. overall awesome class.
- My instructor would come and talk to me before, during, and after class about the papers that I wrote. He would also write comments on my papers so that I knew what needed to either be changed or worked on better.
- I received fair feedback.
- extensive comments by the instructor, reading aloud to the class.
- In my feedback, I got grammatical errors that's basically what I needed to work on the most and I also needed to work on other small things. But overall I think that whatever my instructor have put down on my paper I have try to make an improvement and I did because I got a better grade than the previous:
- exchanging papers for editing with fellow students, meeting with the instructor, as well as receiving notes for revisions.
- We read each paper aloud in class and discussed the ideas, gave each other feedback, and a couple of times corrected a peers paper.
- Conferences with the professor.
- Ideas on topics, how to expand writing, internal citations, paying closer attention to details, ways to make my writing more dynamic.

Overall, I really enjoyed this course!

- through one on one counseling with the professor and through assignments given throughout the class.
- Comments on submissions from the instructor encouraged me to write more and to add points I hadn't included when revising short essays, and what I was doing was writing the final paper. The discussion forum was particularly helpful because of the ability to ask many questions, make comments and get feedback from peers. It made me feel very good when students commented that my writing had changed their thinking on genetic engineering. Likewise I learned things I hadn't thought about, and realized some very different perspectives from other students and the instructor.
- After turning in every paper I am given a chance to finalize it.
- quotation from book, from online info, and related material from instructor herself.
- The instructor always wrote feedback on your paper, so when you received it you knew how to improve your next paper. Also the instructor met with each student before every writing assignment to help you on your paper and to help you improve from last time.
- appointments with instructor and chatting with students.
- appointments with instructor and chatting with students.
- I received feedback in that my teacher would write comments and critique my essays. The comments would be throughout the essay and on the last page.
- My facilitator Ms. Leilani hinds was very instrumental in informing me of the subject matter, and was very available for consultation.
- Prof... Patterson provided feedback on all of my completed papers by electronic form (placing comments on submitted papers). I do not recall feedback from others student personally, because most feedback was provided by more than one person, thus not for everyone. But I was able to read other peoples comments and take that into consideration.
- WE posted drafts online and we were required to read someone else's draft and post comments. Then the instructor would also post comments on our papers.
- I received an overall good response from both instructor and fellow students.
- She gave me a better understanding of what I should look more into in my paper and what is the most important thing, she always gave good feed back on what I did write.
- Able to meet with instructor outside of class and talk about paper, did peer evaluations.
- My instructor always provided written and verbal feedback for all my papers. She also had many classes were we revised our peers papers. This helped because I got alot of ideas from everyone.
- Getting feedback through emails. Also on the paper that I turn in their are comments showing what my good and bad things I did about my paper.
- we had peer evaluations with our fellow students and there were also lots of commentary on our drafts from the instructor.
- I've received a lot of feedback in ways that helped me.
- proofreading, forms for corrections and emails from the teacher.
- We did peer editing, conferences with the instructor, and we did revisions on our paper which definitely helped us in the final copy of the papers.
- We had peer go over our first essay and just kind of made sure we were following the guidelines that were given. Also, from our other work the instructor made comments about what we were writing which was very good.
- after getting our essays back, she gave positive and negative feedback about our essay and ways on how we can improve on them.
- We completed first drafts and had our peers proof read it. The second drafts, Ms.Kwon read it for feedback.
- discussions, and from e-mails from the instructor.
- Online discussions, questions and assignments were posted on the forum. We were welcome to comment on another person's paper or comments and vice versa. Each week our teacher gave us feedback through e-mail and comments on the forum.
- He checked the grammar carefully. If we did something wrong, he made the correction for us. So that we can learn and write correctly for future assignments. Moreover, he also gave us about our writing style whether we did good job on concepts or not. He let us know if we need to improve for final turnings.
- For each essay I submitted, our instructor provided detailed feedback pointing out the errors we made grammatically as well as pointing me back in the right direction if we misunderstood the topic.
- Directly speaking to us.
- During in-class conferences and out-of-class conferences.
- Meetings and in-class discussions.
- Directly from the instructor.
- He did class critiquing and graded papers marking errors.
- Instructor left feedback on my essays, he called everyone in his office to talk about their progress, and I also received feedback from my peers via e-mail.
- only a little on my papers I turned in to him.
- e-mail and through brief meetings. The instructor made himself well available.
- To just do it.
Papers returned with editing notes
I received feedback from my writing mainly from my instructor: grammar and style.
Reviewed papers turned in. Talked a lot about Main topics. A lot to take in but very enlightening.
I received feedback from the instructor on grammar and some ideas that I wrote which were a little off from the subject discussed in class.
Not too many- very few corrections were needed.
On journals itself.
During discussions in class and on the journals after the instructor read it.
Comment written on my drafts.
Grammatical solutions and reiterating of my opinions.
My professor made suggestions and encouraged us to write.
That it is more better.
He corrected our papers for spelling my grammatical errors.
Always encouraging words.
through comments on first and finals drafts as well as verbal
I received grammatical feedback but very little on what the instructor felt about the content. I didn't have help from other students... only because I didn't seek their assistance.
turning in drafts and work off of teacher's comments - 3 or 4 times
She wrote information on the paper to help students
After I turned in my paper, the next class I received it back with feedback
Rough drafts handed back
Prof. Roberts thoroughly wrote her feedback on our papers and let us ask for questions after class and during office hours.
Rough drafts were corrected on two/three page short position papers and on the 8 page research paper
Both verbal and written constructive feedback
Instructor's comments, grammar, and correction
Her comments on my papers
Comments written by the instructor and all the corrections that needed to be done. Especially - grammar and punctuation.
Critiques were made on paper in red ink - that was most helpful!
By doing 1st and 2nd drafts; comments on all of my papers
Given feedback through assignments turned in then returned by instructor
I was able to ask the instructor if I was confused by comments she left. She was very kind and understanding and was glad to help.
In writing feedback, e-mails
I found positive feedback on where corrections or additions needed to be done
I received feedback through one on one conferences with the instructor to improve my writing assignments to better my grade.
Written and verbal feedback.
My instructor corrected grammatical errors, emphasized cultural concepts; and was very easily understood.
No feedback from fellow students ( I missed that part). Instructor feedback was on drafts and finals in ways of improving.
One on one conferences with professor.
Letter grade with comments on how to improve
We did a rough draft which the instructor corrected. We then rewrote our paper using his advice.
Our instructor would have us write drafts and then tell us exactly what was needed in order to get the highest grade on it.

Figure 2: FALL 2006 "WI" FOCUS- ALL SECTIONS - BAR GRAPH OF RANK ORDERED (BY PERECENTAGE SELECTING AGREE OR STRONGLY AGREE OPTIONS) ITEMS

"WI" FOCUS HALLMARK ITEMS

- Writing assignment counted for (at least 60%) of grade
- Learned to make thinking clearer through writing process
- Writing helped me learn more about course content
- Received helpful feedback on writing from instructor
- Completed at least fourteen pages of writing process drafts/revise
- Revised writing based on feedback from instructor/students
- Learned to create different writing, relation to purpose, subject, and audience.
- Overall, writing has improved as result of course
- I learned to apply vocabulary relevant to course through writing process
- Learned to proofread, edit, and revise writing
- If research required, learned good techniques, and use sources support ideas and writing
- Improved computer skills composing and revising writing
- Received helpful feedback on writing from students