ENGLISH 100 - KNOWLEDGE SURVEY  SPRING '09

Is this survey being conducted at the BEGINNING or the END of the semester?

○ Beginning of Semester   ○ End of Semester

YOUR ENGLISH 100 SECTION:

○ M W 8:30 AM GIMA  ○ M W 7:00 AM SATO  ○ M W 10:00 AM SHAFFER
○ M W 10:00 AM GIMA  ○ M W 11:30 AM SAVIANO  ○ T R 7 AM STEARNS
○ WEB HELFAND  ○ T R 1:00 PM SAVIANO  ○ T R 8:30 AM STEARNS
○ M W 1:00 PM HINDS  ○ CABLE SAVIANO  ○ M W 1:00 PM SHAFFER
○ S 10 AM HINDS  ○ M W 8:30 AM SHAFFER  ○ T 5:30 PM STAFF

This is a Knowledge Survey rather than a "test." There are no right or wrong answers. While you will not be graded on this survey, please be very candid in your responses!

By completing this survey, both at the beginning and at the end of the semester, your instructor will be able to gauge your initial level of knowledge and then measure the amount of knowledge you gain during the semester. This information will help your instructor modify and improve the course.

Read each statement carefully and then choose a response based on the following instructions:

Mark A as your response to the item if you are not confident in your skills in the area and do not feel you can adequately demonstrate these skills on a test/essay/research paper.

Mark B as your response to the item if you feel somewhat confident that you are reasonably skilled in the area and can demonstrate these skills at a reasonable level on a test/essay/research paper.

Mark C as your response to the item if you feel very confident that you are highly skilled in the area and can demonstrate these skills at a high level on a test/essay/research paper.

Your skill level in area:

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<thead>
<tr>
<th>Activity</th>
<th>A: Low</th>
<th>B: Modest</th>
<th>C: High</th>
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<tbody>
<tr>
<td>Gather and evaluate information purposefully from electronic and print</td>
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<td>sources (information literacy)</td>
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<tr>
<td>Critically evaluate information sources for their validity</td>
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Use a variety of writing strategies for different purposes and audiences

- Incorporate information from research sources to support your arguments/writing
- Appropriately acknowledge sources with quotes and properly organized citations/references
- Produce writing that utilizes the multiple-draft process: prewriting, generating ideas, developing specific details and support, organizing, revising, editing, and proofreading.
- Produce writing with various rhetorical presentations (several kinds, but not limited to academic discourse): for example, description, illustration, comparison/contract, argumentation
- Use the computer as a tool to compose, edit, and proofread writing
- Write cohesive paragraphs that contain a topic sentence, supporting ideas, transitions, and a concluding sentence
- Write short essays that include an introductory paragraph, supporting paragraphs, and a conclusion.
- Write correct, complete sentences using a variety of sentence patterns
- Write with the correct use of grammar and diction appropriate to college-level writing
- Think clearly, logically, and inventively
- Engage in discussions and critically assess ideas
- Summarize, analyze, and evaluate written works
- Use writing to discover, develop, and support ideas
- Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for college writing.
- Write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately
- Revise, edit, and proofread for correctness, clarity and effectiveness

Mahalo for completing the Knowledge Survey!