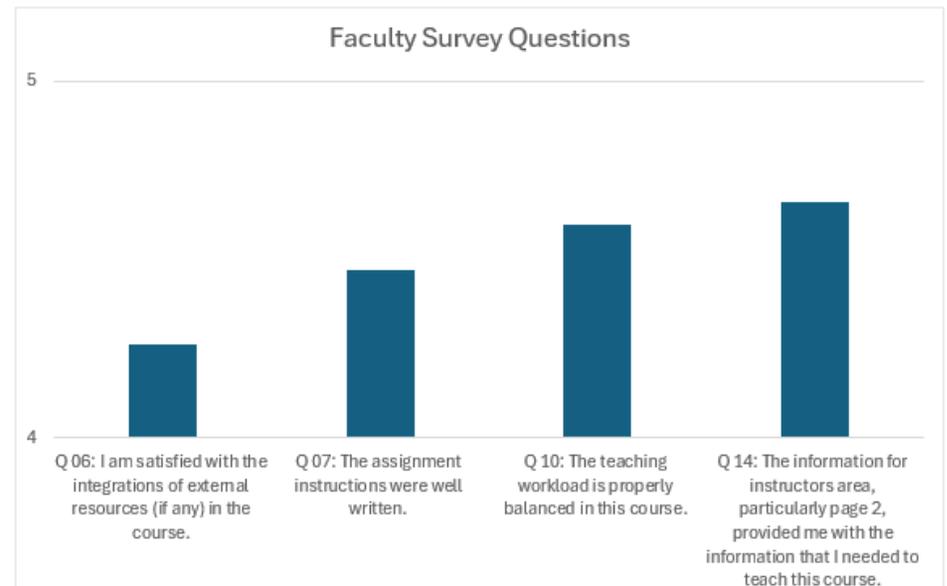
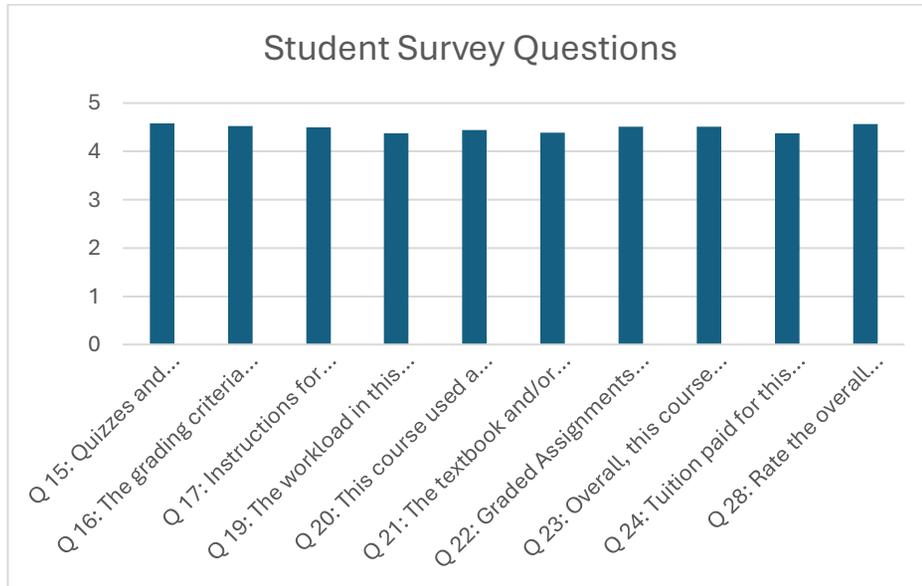


# ENGL 123

## Analysis/Design Meeting

### Glows:



### Student Survey Questions:

Q15: Quizzes and examinations were fair tests of the learning objectives and materials in the course.

Q16: The grading criteria were explicit and easy to understand.

Q17: Instructions for course activities and assignments were clear.

Q19: The workload in this course was well distributed throughout the term.

Q20: This course used a variety of instructional methods, materials, and media.

Q21: The textbook and/or assigned readings were relevant and supported the learning objectives.

Q22: Graded Assignments contributed to my knowledge of the course material and understanding of the subject.

Q23: Overall, this course met my expectations for the quality of an ERAU course.

Q24: Tuition paid for this course was a worthwhile investment.

Q28: Rate the overall quality of this course.

## Student Feedback

- **Flexibility and Accessibility Praised:** Students appreciated the self-paced structure, clear instructions, and organized layout, which supported their ability to balance work, life, and school.
- **Engaging and Supportive Environment:** Discussion forums, instructor communication, and diverse learning tools (videos, readings, EagleVision) effectively supported different learning styles and promoted engagement.
- **Effective Course Design:** Weekly videos and early assignment postings helped students plan ahead and better understand course material; Canvas was generally seen as user-friendly.
- **Strong Foundation in Academic Writing:** Students found the course effective in teaching writing, research, and APA formatting, with a clear structure that supported skill development and confidence.
  
- **Valued Feedback and Real-World Relevance:** Opportunities for peer and instructor feedback, along with real-world application of assignments, were appreciated and contributed to renewed interest in writing.
- Hours spent working on this course: 37% 10-15 Hours

## Grows:

### Student Feedback

- **Challenges with ePortfolio (Folio):** Many found the ePortfolio component confusing and difficult to navigate, suggesting better integration and earlier introduction would enhance usability.

- **Desire for More Interactive Elements:** Some students wanted additional video lectures or in-person components to further boost engagement and comprehension.
- **Criticisms of Workload and Redundancy:** Some students noted repetitive assignments, inconsistent feedback, and a heavy workload—particularly in Module 6—as areas needing improvement. Q19: The workload in this course was well-distributed throughout the term has the lowest average – 4.37 (out of 5)
- **Canvas Folio and Textbook Issues:** The Folio component was widely seen as confusing and unhelpful, and many felt the textbook added little value compared to more accessible resources.
- **Mixed Reactions to Participation Requirements:** While collaboration was a strength for some, others found graded interaction challenging to manage alongside personal responsibilities, prompting calls for clearer instructions and more flexibility.

## Faculty Feedback

- **APA Formatting as a Major Challenge:** Students consistently struggled with APA style, including in-text citations, references, and proper formatting, despite access to resources and support.
- **Difficulty with Rhetorical Analysis:** Many students misunderstood the rhetorical analysis assignment, often summarizing content instead of analyzing rhetorical elements; clearer scaffolding and repositioning in the semester were suggested.
- **Final Project and ePortfolio Confusion:** Students frequently misinterpreted the Communicating Research Project and had trouble navigating the technical aspects of the ePortfolio, particularly with setting permissions for grading.
- **Time Management and Instruction Clarity:** Issues with following instructions, managing time, and choosing suitable research topics were common; some students failed to grasp the “problem-solution” structure for their research papers.
- **Need for More Explicit Guidance:** Instructors recommended more guided support for students early in the course, including help with thesis development, source integration, and interactive practice to build confidence and clarity.
- In summary, specific recommendations for improvements include:
  - More robust APA support
  - More even workload distribution, especially in Module 6
  - Restructured assignment pacing and clarified instructions
  - Reconsideration or replacement of the ePortfolio
  - Clearer rhetorical and research paper guidance
  - More interactive, engaging course materials.
    - Q 06: I am satisfied with the integrations of external resources (if any) in the course has the lowest average – 4.26 (out of 5)