

Midcourse Review  
Jay Todd's English 1020  
Conducted 2/13/17  
by Jeremy Tuman

### **Summary:**

The students are satisfied with the class overall. They appreciate the instructor and noted many strengths. The complaints and suggestions detailed below were of a narrow, procedural nature, which suggests overall satisfaction.

### **What's Working**

- High level of student engagement.
- Instructor easy to talk to.
- Assignment preparation.
- In-class activities.
- Video quizzes.
- Videos.
- Reading quizzes (good level of detail).
- Paper games (I couldn't quite understand what these are, but they like them).
- Before-class prompts.
- Story selections (some disagreement here).

### **What's Not Working**

- Multiple peers reviews that produce contradictory suggestions.
- "Reading guide" questions are repetitive (I think the idea here was that the same questions are asked of each selection, not that one individual set of questions was repetitive.).
- They Say, I Say* is redundant.
- The peer review after the final draft, presumably toward a portfolio version. Here they seemed to want this earlier, which somewhat contradicts the complaint of multiple peer reviews.

- The online peer-review (perhaps a one-time thing?) was unanimously disliked.
- Minimum word count on peer review responses (perhaps only online?) also disliked.
- One student disliked reading aloud together in class. Others voiced mild agreement.

### **Suggestions**

- Conduct peer review before final draft is due.
- Make peer reviews anonymous.
- Less in-class writing, or more time to complete in-class writing.
- More time to complete assignments in general.
- Regarding the “grace period,” some felt this should be established or automatic, and not be based on a personal request.
- More extra credit (Lol, every time, but really only 1-2 students)
- Regarding your videos, at times your voice cuts in and out, which several found problematic.
- More learning games.
- Regarding reading selections, some like them, some wanted different selections.