

TYCAM TEXTBOOK SURVEY RESULTS

For Distribution on Feb. 2, 2007—24 responses analyzed

Most analyses/responses are in Times New Roman 14-point font.

NOTE FROM THE RESEARCHER:

This survey and its subsequent tabulations took many hours to complete. Please forgive both the respondents and the researcher if we miscited a title or misspelled a word.

I appreciate the dutiful 24 people who completed this survey; they represent a diverse geographical cross-section of English instructors in our community and junior colleges. Additionally, their insights were thoughtful and sincere.

This survey says quite a lot about our commitment to teaching students in the 21st century. Technology is now considered completely indispensable to the great majority of cc/jc English instructors in Mississippi. With our new Comp II textbook, we will continue to move forward.

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Section I: Open-Ended Questions—Please answer as thoroughly as possible.

1. What textbooks (including supplements and/or handbooks) do you use in your Comp II class? (Please be sure to include any MLA or APA handbooks.)

Texts:

1D--Literature: An Introduction to Fiction, Drama, Poetry, and Writing, 5th compact ed.

3 D--Literature: An Introduction to Fiction, Drama, Poetry, and Writing, 8th ed.

1 D--Literature: Reading, Reacting, Writing, compact 6th ed.

1 D--The Bedford Introduction to Literature: Reading, Thinking, and Writing, 7th ed.

1 D--The Composition of Everyday Living: A Guide to Writing, 2nd

2 D--Literature for Composition, Barnett

1 P--80 Reading for Composition, Munger

4 D—Read, Reason, and Write

3 D—St. Martin's Guide to Writing

1 D—The New Millennium Reader

1 P—Literature and the Writing Process

1 D—The Longman Writer

1 D—The Rinehardt Reader

handbooks:

3 D—Harbrace, 16th ed.

2 D—Brief Wadsworth

3 D—MLA Guide to Documentation

P—Longman LB Brief, Aaron

1 D—MLA Handbook for Writers of Research Papers

6 D—Wadsworth Handbook

I P—MLA Style Guide

2 D—research packet provided by dept.

1 D—Lester manual

Literary Works:

1 D--The Turn of the Screw, Ethan Frome, and Billy Budd

1 P—A Pocket Anthology—Gwynn

1 P—short stories from the Internet

1 P—4 xeroxed short stories

1 D—Hamlet and Oedipus

1 P—White Fang

1 P—Jane Eyre

2. In the above list, please put a "D" beside any textbook name that is chosen by your department and a "P" beside ones that you, personally, are able to choose.

Indicated in #1

3. Have you developed a rubric for grading Comp II essays?

Yes—15 (63%); no—9

Comments: 1-5 scale; rubric not detailed; standard grading scale; gives guidelines, not a rubric; lists value points

4. Has your department developed a rubric for grading Comp II essays?

Yes—6; no—14 (58%); in the process/forthcoming--4

5. This question's responses were deleted. The question was confusing and repetitious.
6. What technology do you consider essential in the teaching of Comp II?

The overwhelming top three choices were (in order) Internet, computer, and library.

Other responses included laptop with projector, Blackboard, Purdue Writing Lab, television, LCD setup, Smart Board, turnitin.com, Powerpoint, Word, publisher's software, textbook website, Internet articles, and paper formatting for MLA.

7. Do you use Blackboard in your course? If so, how extensively?

Yes—9 (23%); no—14 (77%)

Comments from *yes* respondents:

hybrid course; posts handouts, Powerpoints; backup to class handouts; moderate use but increasing; SEVERAL--announcements and quizzes; also use Desire 2 Learn; not used extensively; school is going to D2L—bad choice

8. What electronic resources do you use in your course?

For both 8 and 9:

Everyone who responded (except for the "none" and empty responses listed below) indicated that using computers and the Internet is crucial. Almost everyone also mentioned the library's databases--MAGNOLIA, EBSCO, MELO, etc.

Here are some other responses. "R" indicates a requirement. No "R" indicates that it was not a requirement, just a response.

3R—handbook computer tutorial

2R—textbook website
 5—video and/or television
 2 Powerpoint presentations
 3 laptop and projector
 1R—textbook CD
 1R—publisher's site
 1 iPod audio poetry
 1R email
 1R—facts.com
 1R—Blackboard
 1R—Microsoft Office
 1 Elmo

6 responses were listed as either "none" or were blank.

9. What electronic resources do you require in your course?

Answered in prior question's tabulation

10. Do you use an APA materials or an APA style manual in your Comp II course? If so, how extensively?

Yes—9 (38%); no—15 (62%)

"No" comments:

Doesn't use it but should because of students' needs; uses MLA because this is a humanities course; if a student asks, it's ok; further discussion about APA ensuing. SEVERAL said that it must be mentioned in class.

"Yes" comments:

one paper in APA; spends a day or two to aid in transition; short assignment; is learning along with students; one essay in APA. SEVERAL said that the handbook had the different styles and they were reviewed in class.

11. What areas/sections would you like included in this text?

This is a complete list of all of the responses—no order, condensation, or tabulation.

- annotated Works Cited
- evaluation source material
- MLA style guide
- argumentation mode (to include problem-solution essay)

- glossary of usage
- literature appendix
- Southern writers—white and African American
- exploration of "deeper reading"—symbolism, context, historical commentary
- basic/most common grammar errors
 - commas
 - capitalization
 - fragments
- MLA guidelines
- MLA, APA
- documentation
- example papers
- literature sections
- integrating sources
- databases
- basics of argument—no in-depth discussion of Rogerian argument
- plagiarism exercises
- research
- critical thinking
- literature for writing critical essays
- thoughtful readings that prompt argumentation and writing about literature
- punctuation guidelines
- MLA and APA
- reading and writing strategies
- casebook sections—e.g. race and race relations
- sections on MS geography
- short fiction
- contemporary drama
- poetry
- samples of analysis papers for each genre
- example research papers in MLA and APA
- information on the stylistic writing of literary critical analysis essays
- argumentation
- MLA documentation
- some APA
- Writing Across the Curriculum/Disciplines
- Essay exams
- sample student papers
- grammar brushup
- writing about literature
- MLA documentation
- avoiding plagiarism
- argumentation
- cause and effect
- conducting research
- Writing Across the Curriculum
- skills to master in Comp II
 - basics of argumentation
 - researching a topic
 - reporting research findings
- MLA guidelines
- readings for discussion
- research topics
- model papers
- APA
- self-checking grammar exercises
- active/passive
- exercises on paraphrasing and quoting

- sample papers
- readings on current events
- literary selections
- writing a literature
- structure of the paragraph and essay
- utilizing note and source cards
- student examples of plagiarism
- papers from A's to F's
- information on the modes and rhetorical structures
- sentence and paragraph formation
- troubleshooting grammar handbook
- fiction, drama, poetry
- advice for electronic research
- APA and MLA styles
- basic rules for writing academic papers
- helpful websites
- conventions for writing about literature
- readable articles
- brief grammar/punctuation
- style guide for MLA
- short stories

Section II: Significance of Rhetorical Modes

Rate from 1-5 each of the following—1 is lowest, 5 highest

	Rating	5	4	3	3	1	n/a
comparison/contrast		8	6	4	0	2	1
division and classification		6	4	4	2	2	3
cause and effect		7	3	6	0	2	3
problem/solution		7	5	2	2	2	3
process		4	2	5	2	6	2
narrative		5	3	2	5	2	2
descriptive		4	4	5	2	3	2
example/illustration		7	5	4	2	1	2
definition		3	8	1	3	4	2
argumentation/persuasion		13	3	3	0	1	1
Other—category written in on surveys—literary paper or literary analysis		1	2				
Other:							

Section III: Documentation

Rate from 1-5 each of the following—1 is lowest, 5 highest; this is strictly based on your opinion as a teacher, not on textbook content.

In a documented paper/research paper writing, rate the significance of:					
Rating	5	4	3	2	1
Incorporating source material—primary	17	1	1	0	3
Incorporating source material—secondary	19	3	0	0	0
Evaluating the validity of sources	14	4	1	0	1
Using an electronic plagiarism detection tool	7	4	2	3	5

Section IV: Significance of Research-Based Chapters

Rate from 1-5 each of the following—1 is lowest, 5 highest

Significance of Assorted Textbook Sections/Chapters					
Rating	5	4	3	2	1
APA	5	3	7	0	7
MLA	20	0	1	1	0
argumentation	13	3	2	3	0
critical thinking	13	5	1	1	1
technical writing (letters, resumes, email, reports, etc.)	1	3	4	5	8
handbook	7	6	1	0	6
Writing Across the Curriculum	6	2	7	2	4
Writing in the Disciplines	6	3	6	3	3
sample student essays	11	4	4	1	1
plagiarism avoidance	15	2	3	1	1
literature (selected poems, short stories, and drama)	17	3	2	0	0
research handbook/guide	15	3	0	0	3
grammar exercises	3	3	3	2	9
essay exams	4	4	7	2	5

Section V: Rate the significance of these components in the literature section/unit of Comp II texts.

Rate from 1-5 each of the following—1 is lowest, 5 highest

Significance of Assorted Textbook Sections/Chapters						
	Rating	5	4	3	2	1
genres		12	6	4	0	0
sample student papers		12	4	2	0	4
using MS authors		5	4	10	1	2
using Southern authors		6	6	8	3	1
using materials written by TYCAM colleagues		5	5	7	4	3
using other students' creative writing (in lit chapters)		4	4	3	7	5

Section VI: Number of Literary Selections

Give the minimum number for each of the following that should be included in a chapter or section on literature:

Poetry 21
 Plays 3
 Short stories 12
 Creative
 non-fiction 7

Section VII: Help, Please

Name and school: _____

email address: _____

Would you be willing to serve on a committee to help with the textbook?

In what area, if you can say?