

Survey Data from History 190 (recorded 4/27/14)
Sections taught by Kate Antonova (katherine.antonova@qc.cuny.edu)
3 sections in Fall 2013, 2 sections in Spring 2014

Please note that this data was gathered as an experiment; it is not properly scientific or representative of 190 generally, let alone CW2. Results are presented as a starting point for discussion and further data-gathering. Surveys and quizzes were conducted on Blackboard, and it is not possible to track a single student's response from one survey to another. Questions on surveys and quizzes are not given in their full form here, for brevity's sake. Versions students saw defined all terms, so we should expect that confusion about the meaning of questions hopefully played a small, if any, role in results.

Fall 2013 (54 students initially enrolled in 3 sections; *20 total responses on final course evaluations)

90% transfer students

60% sophomores, 35% juniors

15% considering a history major

95% said History 190 added to what they learned in Eng110

100% said History 190 gave them a better understanding of the discipline

50% of respondents claimed to have engaged fully in the course, 50% "mostly"*

Reasons given for lack of full engagement (where applicable): time management problems (4 students), unrelated personal conflicts (2 students), anxiety about writing (2 students)

Opinions about the textbook (Graff, *They Say, I Say*) were 70% positive, 10% neutral

100% saw the direct connection between ungraded and graded assignments

90% saw ungraded work as directly helping them improve on graded assignments

80% saw group work as helpful, 20% not sure

95% were comfortable talking about their writing in class

65% thought they could transfer skills from 190 to "all" other classes, 30% answered "some of the time"

When asked for most effective aspects of the course, answers varied widely, specifying various handouts, readings, writing skills taught, & aspects of the course design (small enrollment, frequency of discussion)

When asked for things to change about the course, 8 students offered no suggestions, 1 offered "less work." Other answers focused on providing extra background on historical content and/or a narrower course theme so that common readings applied more closely to research projects. Less common answers included less reading, more feedback/opportunities for revision, and the provision of examples of student work. (Note for results of surveys for Spring 2014: all of these changes were made except for "less work" – in fact, there's more work!)

Spring 2014 (36 students initially enrolled in 2 sections. Responses to surveys and quizzes are from beginning or middle of semester)

62% freshmen, 32% sophomores/juniors

91% have a laptop, tablet, or smart phone they could use in class

32% transfers

45% of transfers from other CUNY schools (2 from senior colleges, 3 from CCs)

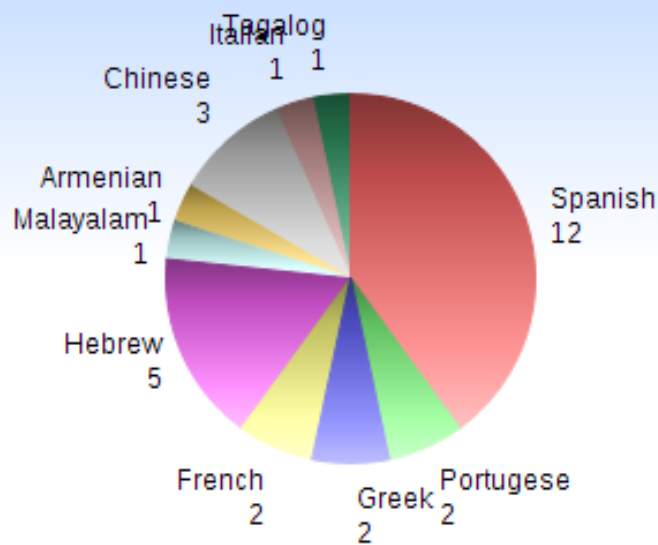
68% took Eng110 at QC, 15%

at other CUNY school

76% speak English as their native language

Languages Other Than English (reading knowledge)

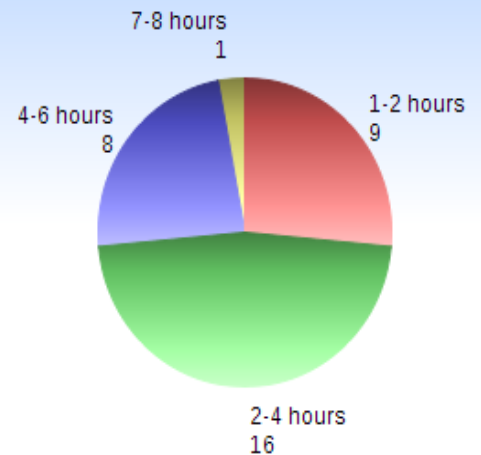
Spring 2014



Hours students expected to spend outside of class per week, at onset of course:

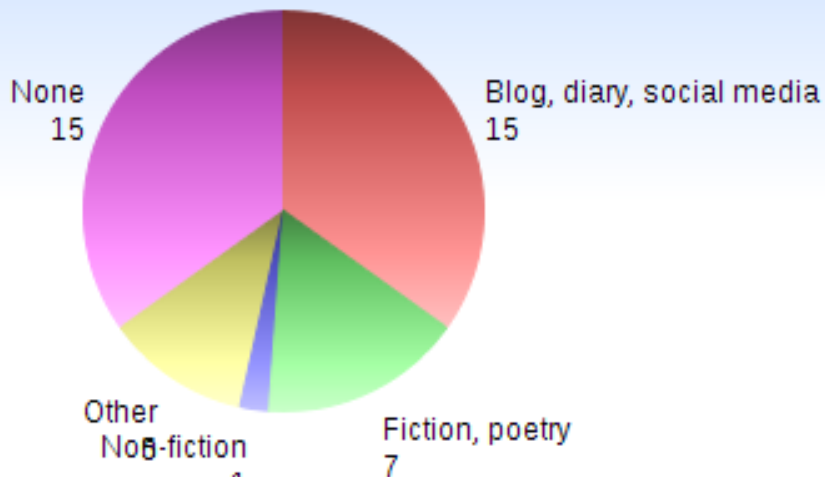
Expectation of Workload

Spring 2014



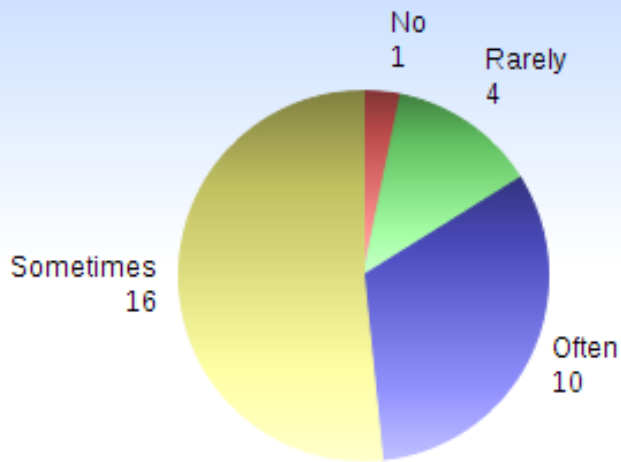
Writing outside of School

Spring 2014



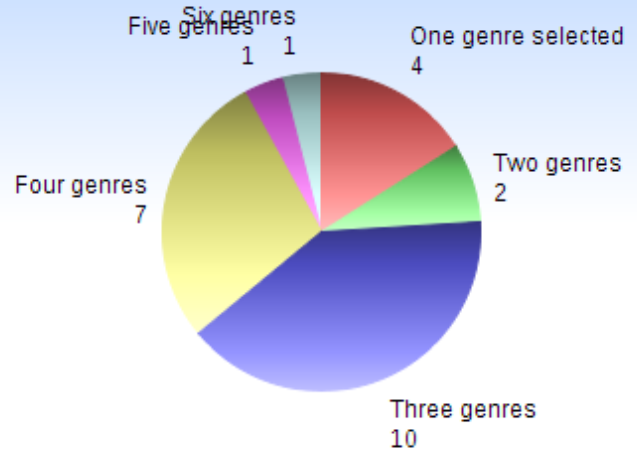
Do you read for fun?

Spring 2014



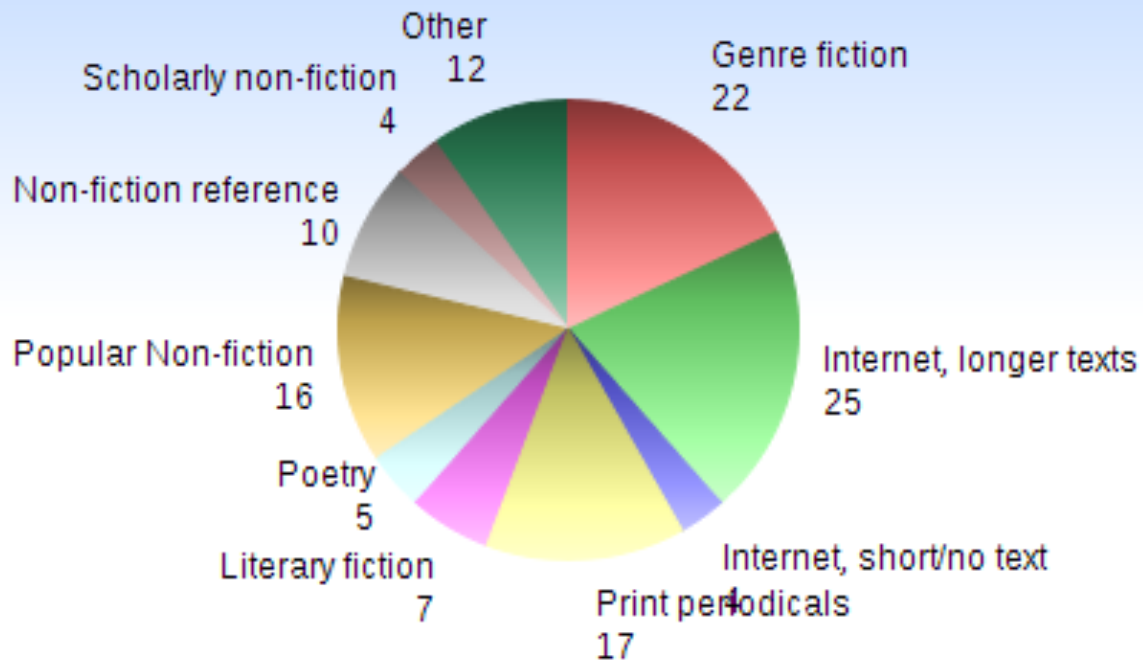
Variety of Reading Choices

Spring 2014



Reading for Fun

Spring 2014



12% have only been exposed to any form of historical exploration in school

76% have been exposed to history through 5 or more means (HS coursework, college coursework, documentaries, films, fiction, popular or scholarly non-fiction, museums or sites)

At the beginning of the course, 44% were able to accurately state the basic concepts defining fascism. 41% identified fascism as a form of dictatorship but could not be more specific, and 15% inaccurately equated fascism with communism.

75% went straight to college from high school

63% graduated from a public high school in the U.S.

94% attended high school for at least a year between 2002 and 2013 (under NCLB)

78% report that their H.S. teachers “taught to the test” some or most of the time

97% were taught the 5-paragraph essay format (59% were instructed to follow it closely)

16% were not concerned about their writing skills at the onset of the course

When asked about specific types of skills that they felt they needed work on, 28% chose skills covered primarily in Eng110 or at a lower level, 72% chose skills significantly covered in Hist190

When asked what aspects of an academic essay were easiest, answers varied greatly, with the only common answer being macro organization (beginning, middle, end)

88% are seriously considering, or definitely planning, on applying to graduate or professional school

72% accurately identified the definition of an argument from 4 choices (19% chose “the topic of the essay,” 6% chose “personal opinion of the author”)

59% accurately chose the most effective thesis statement from 4 choices (the correct answer was arguable, specific, and substantive; the most popular wrong answer was an inarguably accurate and forcefully stated claim)

44% accurately chose the most effective argument of 4 choices (the correct answer was a qualified claim followed by evidence and reasoning spelled out for each logical sub-claim; 53% chose a wrong answer that showed an unqualified, inarguable claim with less rigorous but forcefully stated support)

38% inaccurately chose “whether the author agrees with your position” as the most important factor in choosing a source for a research essay

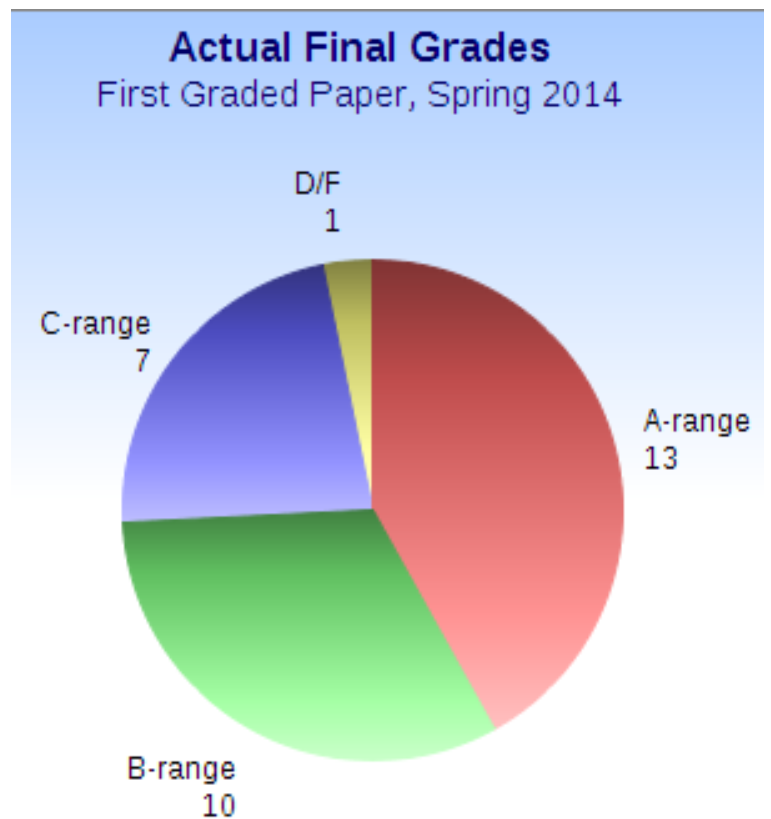
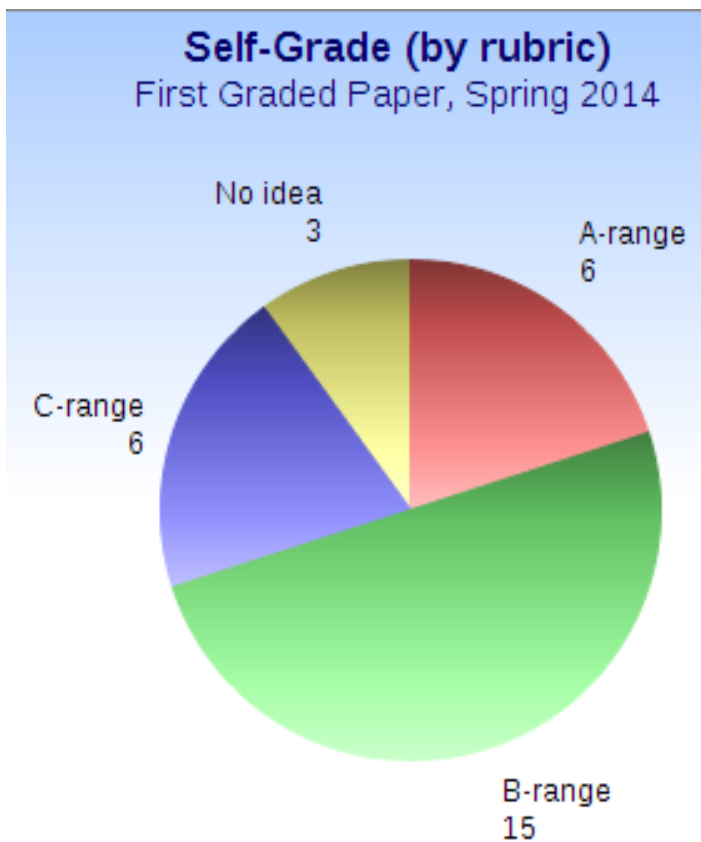
In response to the first graded assignment:

53% spent 6 or more hours outside of class on the (4-6pp) assignment

57% revised 3-4 times (7% revised more than this, 37 did less)

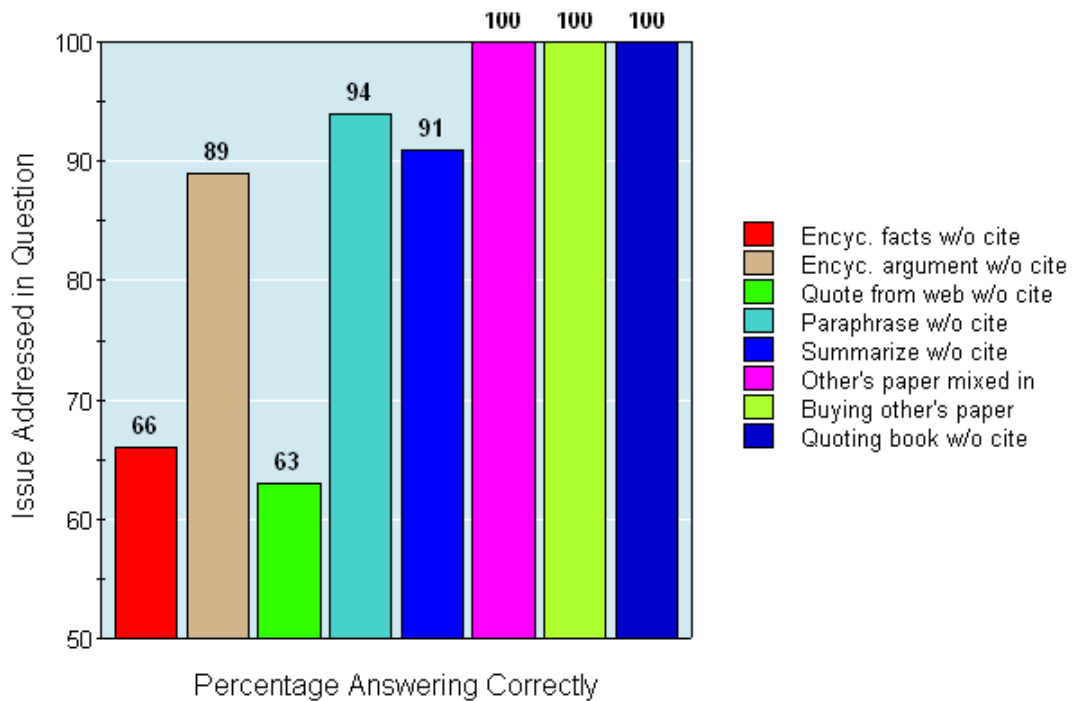
When asked what kinds of changes were made in revision, answers varied, but clearly did address real revision, not proofreading

53% were mostly satisfied with their assignment (at the point of turning it in), 37% were somewhat satisfied

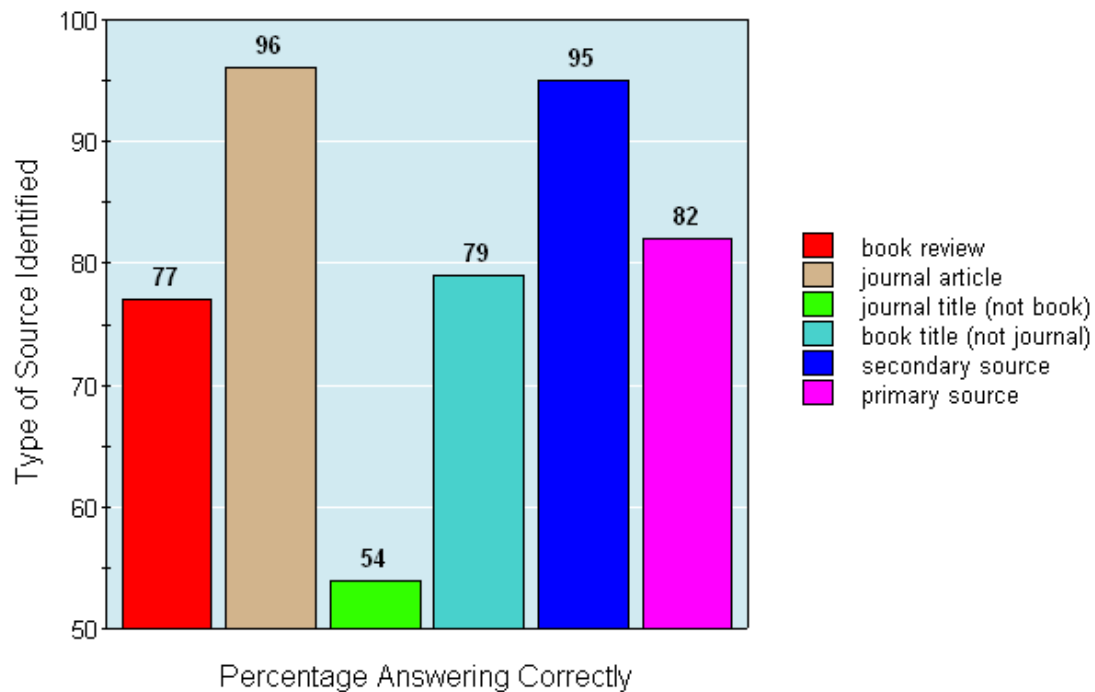


The following charts show results for a series of quizzes conducted at the beginning of the course. Questions were presented with all terms defined and or/examples provided to clarify choices. Questions covered material that students were expected to have already mastered before enrolling in Hist190.

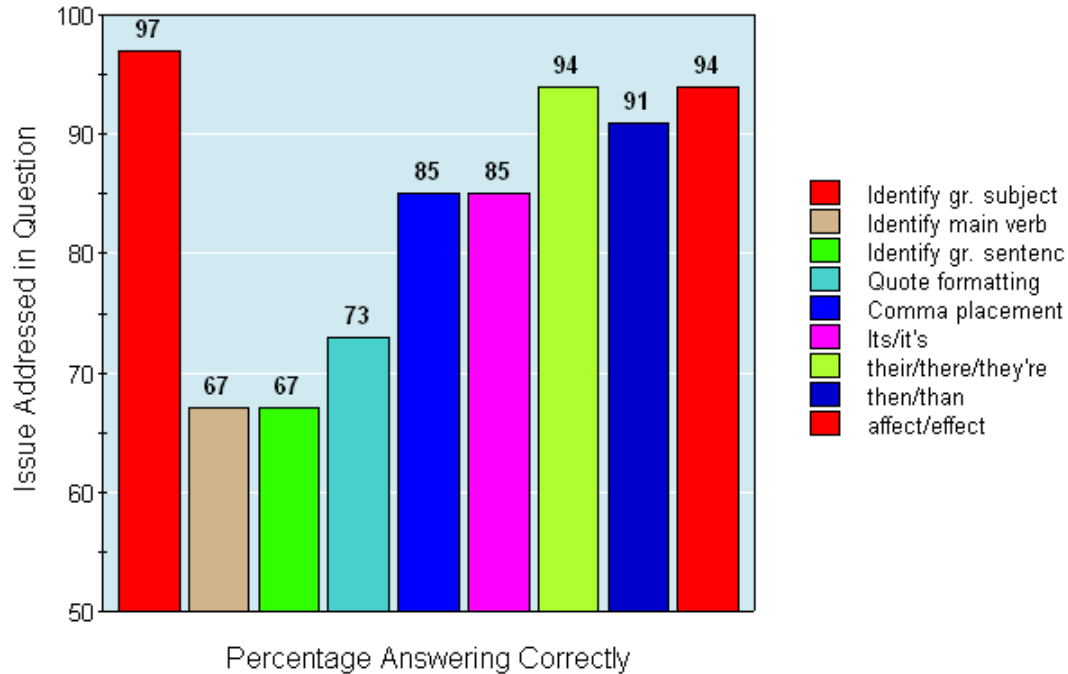
Plagiarism Quiz Results



Bibliography Quiz Results



Writing Mechanics Quiz Results



Several weeks into the course, after considerable in-class work on primary and secondary sources, students were given a more detailed quiz on distinguishing between primary and secondary sources:

Quiz on Primary vs. Secondary Sources

