

# Course Assessment – Part A: Your Plan

#41

Your Email \*

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing

PHL 201 – Noonan

Outcome #1 \*

Recognize and evaluate the philosophical assumptions embedded in one's own ideas and the ideas that permeate our culture in order to critically assess the truth and validity of arguments from diverse sources.

Outcome #2 \*

Identify and reflect on philosophical arguments from the history of philosophy in order to effectively communicate with others that might have divergent points of view.

Outcome #3 \*

Recognize and reflect on the interconnectedness and the historical development of philosophical ideas in order to be conscious of the role philosophical ideas play in one's own culture and the cultures of others.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? No

Comments:

2. To which degree, certificate or program outcomes do these course outcomes map? Degree, Certificate & Program Outcomes can be found at:  
<http://www.cgcc.edu/curriculum/program-outcomes> • Associate of Arts Oregon Transfer

Outcome #1 Method to assess student understanding \*

Every civilization springs from a philosophy. With each chapter/class students will recognize the historical antecedents to their own current Western way of thinking. The primary method for assessing their understanding will be the twice weekly study questions. The study questions target their cognitive competence of the material and help them make the link between philosophy and the world they have come from and live in now.

They are responsible for answering and educating the other students in the class on their topic of expertise. There are seventeen study questions covering all of the major topics in the course.

**Outcome #2 Method to assess student understanding \***

Philosophy that is not practical is useless, so I assign a paper using a method called PEACE where the students have to apply philosophical principles to common every day problems in their lives. This is a practical problem solving exercise design to increase the level of application of philosophy to the business of living.

A summative assessment in the format of a brief multiple-choice and essay exam is may be used at the end of the quarter to measure levels of cognitive competence and retention.

**Outcome #3 Method to assess student understanding \***

The primary method of assessment is a tool of collaborative learning. Each class begins with the students breaking up into small groups with the same study question assigned. They share their answers with each other and are responsible for educating the rest of the class on their topic. By communicating verbally their understanding of the text to each other, they deepen the learning of the material. I am able to monitor the accuracy of their understanding by affirming or correcting their presentation.

I also employ a writing strategy (REAP) that requires them to write down the main points of the philosophical text. Going beyond the demonstration of understanding, they must include a section called "Ponder" where they have to critically reflect on the meaning they made of the readings. I use a rubric to score the six main REAP assignments.

4. How will you know if you were successful in your efforts to teach this outcome?

The assignment is due on the day when we discuss the philosopher. No points are awarded if the assignment is late. There are 17 study questions. At the end of the quarter, success will be measured by students achieving 28 points out of the 34 total. This measurement will indicate preparedness and cognitive competence.

**Outcome #1 \***

How will you know if you were successful in your efforts to teach this outcome?

The PEACE paper is a critical measurement for applying critical thinking and problem solving skills. The paper counts for a total of 15 points toward the final grade. Because of the value of practical application, I expect success to be measured by an average score of 13 out of 15 points.

**Outcome #2 \***

How will you know if you were successful in your efforts to teach this outcome?

Due to the complex nature of philosophical readings, formative assessment strategies are the most effective measurement of evaluating comprehension. The REAP formative assessment strategy help students to encode their understanding of the text and ponder the material using their own critical thinking skills. Six REAP scored at 6 points equals a total of 36 points. Success will be achieved if the class averages 30 out of 36 points.

**Outcome #3 \***

#1

How did the REAP assignments help your level of comprehension?

#2

Being a hybrid course, did you get more value out of the online modules or in classroom time?

Do you require the names of students who complete the course evaluation survey? \*

- No

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