

Course Assessment – Part A: Your Plan

#68

Your Email *

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

WR 122 – Kaser

Outcome #1 *

Read closely and analytically to determine an author's purpose, perspective and use of rhetorical strategies.

Outcome #2 *

Write persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis.

Outcome #3 *

Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

Have you completed an assessment for this course prior to this term?

No

If yes, are you assessing different outcomes?

Yes

Comments:

I am not sure I understand the second question, above. I am assessing the three outcomes listed above for my WR 122 class in the 2016 Winter Term.

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 *

Students will be graded (sometimes on a 3–2–1 scale, with 3 being the highest) on written critiques showing how well they understood and analyzed the author's purpose, perspective and use of rhetorical strategies in sample analysis and argumentative essays--and on essays written by their fellow students in this class. These written critiques supplement classroom discussion on the essays. I expect performance on these critiques to improve as the course progresses.

Outcome #2 Method to assess student understanding *

Rather than just assign a grade for each student essay written in this class, I use a detailed rubric containing many boxes that are checked (or not) showing specifically how well the essay responds to the assignment. The rubric covers a variety of criteria, including clarity, logical development, fallacies of reasoning, credible evidence,

documentation, development of ideas, and basic structure making the essay readable and purposeful, among other criteria. I note how each student has more "good" boxes checked, and fewer "bad" boxes unchecked, as the course progresses.

Write persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis.

Outcome #3 Method to assess student understanding *

Considerable time is spent on using research sources correctly and effectively. It is mandatory for students to attend one of our class sessions that is a tutorial (taught by the college librarian) in using the college databases. In other class sessions, students are lectured (and later tested) on what does--and does not--need to be documented, and on how to judge, and show to the reader, the credibility of a cited source.

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

1. By noting each student's performance on quizzes and other measures of material covered;
2. By noting each student's performance on the essays they write for the course.

Outcome #1 *

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

I note how/whether student performance has improved on each paper, as indicated by the succession of rubrics and, therefore, the grades the papers received.

Outcome #2 *

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

I note in my grade book which students attended the mandatory database tutorial. But what I pay attention to most the many documentation boxes that are checked (or not) on the rubric used for the research/argument paper.

Outcome #3 *

#1

I tried to give you ample feedback on each paper you wrote in this course. In the box below, please explain how you feel about the comments I made (with my green pen) on your papers and how useful the rubrics were.

#2

Assume that a friend is considering taking this course from me next term, and he/she asks you, "What most determines doing well in this course, in this class, and from this instructor?" How would you reply?

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

- No

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