

Course Assessment – Part A: Your Plan

#148

Your Email *

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RD 115 – Critical Reading – Jablonski – Fall 2016

Part A: Your Plan

[Directions](#)

Use a variety of vocabulary-building strategies to discern the meaning of unfamiliar or discipline-specific words in increasingly complex college-level texts.

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 *

Outcome #2 *

Utilize reading strategies to monitor and enrich retention and comprehension of increasingly complex texts.

Outcome #3 *

Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, use of online scholarly databases, etc.).

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](#)

- Not Sure

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

Method: During the second week of the term students studied various strategies to expand their vocabulary. This study included:

- How to use mnemonic devices to expand vocabulary
- How to use context clues to find meaning in new words
- How to use word structure to find meaning in new words
- How to use reference aids to clarify meanings of new words
- How to strengthen memory of words using word origins and analogies

For the remainder of the term students will apply these strategies to weekly vocabulary quizzes. For examples, a test might read, choose six words from this week's vocabulary list. Write sentences for each word using the following context clues: synonym, antonym, and elaborating details. Or, a test might be, choose 8 words from this week's vocabulary list. Write an analogy for each word using the following categories: Function, use, or purpose, Classification, and Degree.

Outcome #2: Method to assess student understanding *

Method: Starting in Week 3, students will begin learning how to read strategically to improve comprehension. First, they will study the three stages of reading: Previewing, Integrating Knowledge While Reading, and Recalling. Next, they will study how to determine the main idea of a selection. Third, they will then study the patterns of organization authors use present their messages. These patterns include: Addition, Cause and Effect, Classification, Comparison, Contrast, Definition, Description, Generalization and Example, Location or Spatial Order, Simple Listing, Summary, and Time Order, Sequence or Narration. After this, students will study methods to organize textbook information including different annotation styles like the Cornell Method, outlining, and mapping. Fifth, students will learn how to make reasonable inferences by recognizing connotative language, identifying euphemisms, interpreting figurative language and drawing logical conclusions. Students will then study point of view and learn to distinguish facts and opinions, identify the author's purpose, and recognize the author's tone. Students will study the fundamentals of critical thinking. Last, they will also become familiar with learning how to read graphics and learn specific strategies for interpreting diagrams, tables, maps, graphs, and flow charts. Students will complete a homework assignment at the end each unit which includes previewing a selection, reading a selection using strategies to integrate knowledge, recalling the material with a written response, and answering comprehension and vocabulary questions about the selection.

Outcome #3: Method to assess student understanding *

Students will participate in independent reading this term. For the first half of the semester, they will share in a whole class reading of Sherman Alexie's War Dances. In lieu of tests or class discussions, students will journal about their experience with text. They will exchange their writing each week and must respond to their classmates' journals. In this way, students will dialogue about the book through writing. This will be continued during the second half of the term with a book of their choice, but it must be related to a career area they are interested in.

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

I will know I am successful if every student—all 19—shows improvement from their first vocabulary test to their final test at the end of the term. I also hope that at the end of the term the average score for the vocabulary category is 70% or better.

Outcome #1: ***Outcome #2: How will you know if you were successful in your efforts to teach this outcome? ***

I will know I am successful in teaching these strategies if every student—all 19—show improvement from their first homework assignment to their final homework assignment. Each assignment is worth 45 points. I also hope that the average score at the end of the term for the homework category is 80% or better.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

I will know I am successful with the dialogue journal project if 80% of my students complete all the required journals. There are 5 journals for War Dances and 5 journals for their chosen book.

5. Instructor Questions

If you had a choice, how would you prefer this class was taught? Online? Hybrid? or Face to Face? Explain your choice in two sentences.

Create two course specific questions to be included on the Student Course Evaluation.

#1

#2

What was the most useful part of this course? Please explain using at least five sentences.

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

- No

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