

Course Assessment – Part A: Your Plan

#145

Your Email *

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

WR 121 – English Composition – Kaser – Fall 2016

Part A: Your Plan
[Directions](#)

Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis.

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 *

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

Outcome #3 *

Write and revise coherent essays using MLA format.

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

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](#)

- AAOT (Associate of Arts Oregon Transfer)

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 *

I have devised several drills and quizzes that are used, especially at the beginning of the course, to measure students' understanding of: (1) a developed introduction, including a clear thesis sentence, and (2) purposeful, developed body paragraphs, each with one central idea and a topic sentence expressing that idea. I feel structure is necessary to the development of a clear and purposeful essay. I also feel that just lecturing on these strategies is not enough; I've found that students will "buy into" them more if they know they will be measured on them. After a thorough review of the elements of a good introduction and body paragraphs, I have students evaluate--sometimes in oral discussion, sometimes by filling out a form--sample essays I hand out. The latter are graded by a simple 3-2-1 scale (with 3 being outstanding). I find that in most cases students improve their grades on these measures as the course progresses. If

not, I have a conference with the student. I also have quizzes on good and bad topic sentences and good and bad paragraph unity in body paragraphs.

Outcome #2: Method to assess student understanding *

The expression and development of ideas is at the core of my WR 121 course. We spend a lot of time discussing and evaluating the elements of comparison, analysis, and argumentation. We also discuss the two main kinds of plagiarism, the importance of an informed argument, and especially the use of supporting details to develop a point--"showing" rather than just "telling." The sample essays I hand out (real essays, all written by former students, but with their names changed) are especially useful in measuring the expression and development ideas. Some of these essays are outstanding; some fall short. I use them to stimulate class discussion on how well they respond to the assignment. For some of these essays, I hand out a form they are to fill out evaluating each essay, and gradually I find that proficiency on these forms improves as the course progresses.

Outcome #3: Method to assess student understanding *

The last paper assigned in my course is the MLA-Style Research Paper; it is a challenging assignment, and we spend the whole term preparing for it. We thoroughly discuss, and measure, the basics of a good research paper, what needs to be documented, and how it is to be documented. The research paper as I assign it is an argument paper, not just an analysis or a report. Students establish an argumentative thesis and support it--with help from research--in their paper. To avoid making errors on the MLA-Style Research Paper, I have inserted a number of measures in the course, such as a quiz on "What Needs--and Does Not Need--to Be Documented," "The Basics of a Good Research Paper," a mini-research assignment, and written, developed critiques of two sample research papers. I find that when students know they will be tested on material presented and discussed in class, they will be more attentive to it, and grades on these measures improve as a result.

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

Outcome #1: *

I will know I have been successful if at least half the class receives a grade of C or better on The Research Paper, which is the final paper of the course and the consummation of what I have taught throughout the term relating to writing clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis. If at least half the class does not receive a C or better on The Research Paper, I know I will have to teach to that assignment more, or make its related assignments clearer, or both

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

I will know I have been successful if at least half the class receives a grade of C or better on The Research Paper, indicating the student has been successful in evaluating and using information effectively and ethically to develop an informed position. If at least half the class does not receive a C or better on The Research Paper, I know I will have to teach to that assignment more, or make its related assignments clearer, or both

Outcome #3: How will you know if you were

successful in your efforts to teach this outcome? *

I will know I have been successful if at least half the class receives a grade of C or better on (1) the assigned revision of The Comparison Paper and (2) The Research Paper using MLA format. If at least half the class does not receive a C or better on both assignments, I know I will have to teach to those assignments more, or make related assignments clearer, or both.

5. Instructor Questions

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

I tried to give you ample feedback on the papers you wrote in this course. How useful were my comments, and how useful were the rubrics?

#1

#2

Assume that a friend knows you have just taken this course and asks you, "Did you learn much about writing in this course? Why or why not?" How would you reply (being more specific than just "yes" or "no")?

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

- No

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