

Course Assessment – Part A: Your Plan

#237

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WR 121 English Composition – 1091727 – Kaser – Fall 2017

Part A: Your Plan
[Directions](#)

Write for a variety of clearly defined purposes, audiences and contexts.

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 *

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

Outcome #3 *

Read closely to determine a writer's purpose and perspective.

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

Yes

If yes, are you assessing different outcomes? Yes

Comments:

2. To which degree(s) or certificate(s) does your course map?

[Degree, Certificate, & Program Outcomes](#)

- TRANSFER AND GENERAL DEGREES
- AAOT (Associate of Arts Oregon Transfer)
- ASOT-CS (Associate of Science Oregon Transfer – Computer Science)
- COMPUTER APPLICATIONS & OFFICE SYSTEMS
- Office Assistant Career Pathway Certificate
- AEMT Part I & II

Method of Assessment

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

Even though I instruct my students for "the toughest audience of all"--a general audience, rather than a narrow one, they are to write a variety of defined purposes and contexts and will be evaluated for each, using rubrics.

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

Students are given feedback from me and fellow students on clarity and coherence, among other qualities, especially on the final paper (the Research Paper). I use a variety of measures of basic structure, e.g. supporting a thesis, use of paragraph unity and topic sentences, and a clear, developed introduction and conclusion. I have made several efforts to quantify these measures.

Outcome #3: Method to assess student

For each paper, I require each student to write a developed critique of

understanding *

two of their fellow students' papers, judging it for purpose and perspective, among other qualities. I also use a detailed rubric that evaluates multiple qualities, all of which are spelled out in the assignment for that paper.

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

Outcome #1: *

I look for consistency between my response to a student's paper and two fellow students responses. In each case, the paper is assessed according to how well it is understandable to a general audience and how well it follows the mode of the assignment (e.g. comparison, analysis, argumentation). I tell my students that when their fellow students' response is similar (if not identical) to my response, that is a "jury verdict." Although reactions sometimes differ early in the course, I note that as the course progresses there is more agreement ("jury verdict") between the critiquing students and me.

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

I have found that just lecturing students about logical development of ideas and credible evidence in support of a thesis is ineffective, so I have established a critiquing form and other tools to measure how well students perceive these qualities. The students fill out the forms, which I grade. I have found that as the course progresses, there is more agreement and perception among students about these qualities.

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

Since clarity of purpose and perspective is of utmost importance in a paper, throughout the course I distribute several papers written by previous students of the course. The (current) students are asked to assess most of these essays for clarity of purpose--it is a graded assignment. I have neatly 30 graded assignments in my WR 121 course; some are more important than others. But all are designed to bring some semblance of quantification to the assessment of student performance.

**5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1**

In this course, how much more do you think you learned about writing than you knew when you entered the course? Why, or why not?

Question #2

Assume that a friend is considering taking this course from this instructor, and the friend asks you, "What most determines doing well in this course, from this instructor?" How would you reply?

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

NO

Reminder, when completing Part B, instructors will be asked the following questions:

1. Describe anything you did to support the institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication
2. Describe anything you did to support the institutional effort to support students in improving "Student Position" and/or "Evaluate Potential Solutions" for the CLO Critical Thinking/Problem Solving

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