# Course Assessment – Part A: Your Plan                    #383

**Your Email** *

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| Please select your course & name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu. | WR 241 – Creative Writing – Fiction – 1094115 – Tina Ontiveros – Spring 2019 |

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| Part A: Your Plan<br>DIRECTIONS<br>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):<br><br>Outcome #1 * | Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice). |
| Outcome #2 * | Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. |
| Outcome #3 * | Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction. |
| Have you completed an assessment for this course prior to this term? | No |
| If yes, are you assessing different outcomes? | Yes |
| Comments: | |

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| 2. To which degree(s) or certificate(s) does your course map?<br>Degree, Certificate, & Program Outcomes | <ul><li>GENERAL AND TRANSFER DEGREES</li><li>Associate of Arts Oregon Transfer (AAOT)</li><li>Associate of General Studies (AGS)</li></ul> |
| Method of Assessment<br><br>3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)<br><br>Outcome #1: Method to assess student understanding * | Students will read short fiction by published authors. We will discuss these works and analyze elements of craft in class. Students will be assigned three (3) one-page annotations. Each annotation should discuss assigned readings and use craft terminology learned in class. |
| Outcome #2: Method to assess student understanding * | Students will submit three (3) original short stories over course of term. These should be new material created for this class. Students will have time to write in class to help generate stories. Each story will undergo peer review and workshop-style analysis of craft. Each student must turn in one revised story. |
| Outcome #3: Method to assess student understanding * | Each student will turn in analysis of peer work. For each workshop students will submit peer review and discuss elements of craft. Each student will turn in a full revision of one story that has undergone peer review & workshop in class. |

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| 4. How will you know if you were successful in your efforts to teach this outcome?<br><br>Outcome #1: * | If students can discuss readings in class and turn in thoughtful annotations using craft terms learned in class. I'd like to see 80% of students score 70% or better on this assignment. |
| Outcome #2: How will you know if you were successful in your efforts to teach this outcome? * | If students are able to produce and turn in rough drafts and revisions. I'd like to see 80% of students score 70% or better on this assignment. |
| Outcome #3: How will you know if you were successful in your efforts to teach this outcome? * | If students regularly turn in peer reviews and are able to produce revised pieces that demonstrate thoughtful integration of suggestions. I'd like to see 80% of students score 70% or better on these assignments. |
| 5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.<br>Question #1 | Do you think reading and discussing published works and peer work has helped you become a more careful reader of fiction? |
| Question #2 | Do you think peer review and workshop helped you become a better writer? |
| Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends) | NO |

Reminder, when completing Part B, instructors will be asked the following questions:
Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):
1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"
2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"
3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

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