

Course Assessment – Part A: Your Plan

#375

Your Email *

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 90 – Inductory Writing – 1093668 – Scott Stein – Winter 2019

Part A: Your Plan

Recognize and utilize pre-writing steps for composing a good essay.

DIRECTIONS

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 *

Demonstrate critical thinking in written responses to text.

Outcome #3 *

Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.

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

If yes, are you assessing different outcomes? Yes

Comments: I am hoping that all my students will have success in these three outcomes..

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

Degree, Certificate, & Program Outcomes

- Not Sure
- GENERAL AND TRANSFER DEGREES
- Associate of Arts Oregon Transfer (AAOT)
- Associate of Science Oregon Transfer – Business (ASOT-BUS)
- Associate of Science Oregon Transfer – Computer Science (ASOT-CS)
- Associate of Science (AS)
- NON-CREDIT PROGRAMS
- English for Speakers of Other Languages (ESOL)
- Pre-College Program

Method of Assessment

We will practice pre-writing techniques in class.

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 *

Outcome #2: Method to assess student understanding *

We will conduct repeated practices in class and there will be repeated emphasis on sentence errors in the grammar portion of quizzes.

Outcome #3: Method to assess student understanding *

We will go through the writing process (pre-write, rough draft, revision, final draft) on six paragraphs during the term.

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

I will know when I see students participate in pre-writing practices in class.

Outcome #1: *

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

I will look for improvement in sentence structure and variety as students progress through six paragraphs before writing their final five-paragraph essay. I expect 70% of my students will have eliminated most sentence errors in their writing.

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

I will review their rough drafts, peer input forms, and final drafts for each paragraph they write. They are required to turn in a packet of material on each paragraph they write.

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

Do you feel you improved your writing skills this term in this class?

Question #2

Do you feel more confident to move on to WR 115 or 121?

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:

OK

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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