

## Course Assessment – Part A: Your Plan

#403

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 115 – Introduction to Expository Writing – 1094337 –Tom Kaser – Fall 2019

Part A: Your Plan

Read to determine a writer's purpose and perspective.

**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 \*

Write coherent essays that develop ideas in support of a thesis.

Outcome #3 \*

Paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own.

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

If yes, are you assessing different outcomes? No

Comments:

I focus on the outcomes that are the most specific (and some of them are not--a common problem with outcomes) and important to the development of writing skills I feel the students will need most in higher courses.

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

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

- GENERAL AND TRANSFER DEGREES
- Associate of Arts Oregon Transfer (AAOT)

Method of Assessment

Explicit written instructions for sample essays to be discussed in class; explicit written instructions of developed critiques students will write in class of fellow students' papers.

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 \*

Ample class time is spent examining what a thesis sentence is (and isn't) and where it is found in an essay. Students are given lists of sample (good and bad) thesis sentences, and they are discussed in class. Students are then given a quiz on that material. We then examine paragraph unity, in which each body paragraph supports the thesis in a single (one central idea per body paragraph).

Outcome #3: Method to assess student

Develop the ability to paraphrase, summarize, and synthesize

understanding \*

information effectively and ethically in order to integrate and connect other writers' ideas with one's own.

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

I carefully assess student progress on papers and on critiques they write of each other's paper. I pay particular attention to clarity of purpose, and considerable time is spent in class on the development of clear, purposeful thesis sentences and topic sentences--the main determinants of clarity of purpose.

Outcome #1: \*

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

I emphasize to my students that I will be continually assessing improvement as we move from paper to paper and that I expect not only fewer mechanical errors (most of which we address in the course) but the development of clear, concise writing. Students will receive ample feedback from me and their classmates. Students whose writing improves receive higher grades; students who continue to make the same mistakes receive lower grades.

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

Although I do not require research in my WR 115 course (I feel there are much more important and basic writing needs to address for this level of student), we spend a lot of time critically analyzing writing--some of it good, some of it not so--done by previous students in the course. We talk about and practice synthesizing and integrating ideas, often to achieve a leaner, more concise writing style.

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

You received ample feedback on your writing in this course. To what extent did you pay attention to that feedback? Did you find it useful?

Question #2

How much more do you think you learned about writing than you knew when you entered the course? Why, or why not, do you think that was so?

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")
4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems and/or "Applying Knowledge to Contemporary Global Contexts"

Created  
**19 Sep 2019**  
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