

Course Assessment - Part A: Your Plan

COMPLETE

#541

Please select your course and 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 swade@cgcc.edu.

WR 115- English Composition- Tom Kaser- Fall 2021

* **Part A: Your Plan 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**

Read to determine a writer's purpose and perspective.

* **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?

Yes

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

GENERAL EDUCATION

* **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 place a high emphasis on purposeful, clear writing. I also have found that a hands-on approach, where students evaluate writing that is purposeful (or not) is much more effective than just my lecturing to the students. Therefore, I have my students do multiple drills and exercises aimed at determining their purpose BEFORE they write. These exercises focus on developing a good thesis sentence in the introduction, and writing clear, developable topic sentences in the body paragraphs of the paper. I then give quizzes to measure what they have learned.

* **Outcome #2: Method to assess student understanding**

Writing coherent--clear--essays is of the utmost importance. Over my years of teaching, I have culled, from students' papers, many examples of clear and unclear writing. Again, instead of just lecturing about principles of clarity and coherence, I have students evaluate previous students' writing for those qualities. Also, when I annotate student papers, I make suggestions for making the writing more coherent (and concise). My writing classes are basically writing workshops. We do a lot of writing and critical thinking. As I always tell my students, you can have the best ideas in the world to write about, but all is lost if you can't present them clearly and coherently.

*** Outcome #3: Method to assess student understanding**

We spend a lot of time in the classroom paraphrase, summarizing, and synthesizing information accurately and effectively. Part of that involves exercises aimed at promoting concise writing (my mantra: All of us are too wordy). I also stress the importance of what needs--and does not need-- to be documented when bringing supporting information into a student paper. We review the difference between deliberate plagiarism and accidental plagiarism and study examples of each.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

It is foolish for a teacher to assume that just because material is "presented" in a class, it is understood by the students. All of my writing courses have many measures--papers, tests, quizzes--designed to measure learning, and I use these to judge student performance, placing more value on those taken later in the course rather than earlier; this allows students to "stumble" and learn from earlier mistakes.

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

My gradebook is a veritable "grid of grades" showing student performance numerous measures. (The last time I taught WR 115, there were 20 graded measures throughout the term--some major, some minor. What I look for is improvement in performance.

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

Much of this is evident in our classroom discussions--and occasional written critiques--of sample (previous students') writing that I give to the students. I find that things students overlooked in earlier discussed papers are caught by the students as we discuss later examples of writing.

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

Evaluation. Question #1

In judging the papers you wrote for this course, I provided ample feedback--in marginal comments and on a separate-page rubric. Did you find my comments clear? Useful?

Question #2

How much more do you think you learned about writing than you knew when you entered the course? Why do you think that was that 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 Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 -Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)