

## Course Assessment - Part A: Your Plan

COMPLETE

#625

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](mailto:swade@cgcc.edu).

WR 240/248- Creative Writing- Nonfiction/Advanced Nonfiction- Tina Ontiveros- Winter 2023

**\* 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**

Outcome #1 Read a diverse range of works by established creative nonfiction authors in order to identify and reproduce demonstrated writing techniques and reflect upon cultural content.

**\* Outcome #2**

Outcome #2 Employ creative writing techniques drawn from fiction, poetry, and scriptwriting to write original nonfiction.

**\* Outcome #3**

Outcome #3 Write and revise original creative nonfiction that effectively uses self-reflection, research, and the elements of the craft.

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

Yes

**If yes, are you assessing different outcomes?**

Yes

**Comments:**

I am not really sure to be honest--I know I did WR 248 in the past (the advanced level that happens at same time) but not 240. I could be wrong.

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

Not Sure, Associate of Science Oregon Transfer - Business (ASOT-BUS), GENERAL EDUCATION

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**\* 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**

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Students read published creative nonfiction every week. Reading list includes a diverse range of contemporary writers. We discuss these works and analyze elements of craft in class. Students are assigned five "LitCrit" assignments over the course of the term to demonstrate analysis of texts. In the past these were all written analysis assignments. This term, I am asking that two LitCrit assignments be annotation style engagement with text. This is text engagement more common in poetry but it allows students to hand-write all over the text, underline, highlight, even draw pictures. The idea being that they use other parts of the brain to engage with the texts. I have also assigned students to lead "close readings" in class. I am hoping these new assignments increase their engagement and retention of the techniques we are learning by reading established writers.

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

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Students submit three (3) original pieces of creative nonfiction over the course of term. These are new materials created for this class. Students have time to write in class to help generate material. This term, to help students better use the tools of poetry in their creative nonfiction, I have integrated more poetry into class. We have been listening to a poet read at least twice a week and analyzing these poems before using them as writing prompts to start our own creative works. I am curious to see the elements of poetry arise in the three creative drafts. If I need to, I can ask them to integrate these elements in their revision project, due at the end of term.

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

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In the past, few students engaged in research for their creative pieces. This term I have integrated a lyric essay assignment for one the three creative works required over the course of term. The nature of the assignment requires some amount of research, to solidify the research aspect of outcome #3.

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

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If 80% of students earn at least 80% credit or more on LitCrit assignments, this outcome has been met successfully.

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

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If 80% of students turn in all three rough drafts and earn 80% credit or more on those drafts, this outcome has been successfully met.

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

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If 80% of students turn in all three rough drafts and earn 80% credit or more on those drafts, and if 80% of students receive at least 80% on their final revision, this outcome has been successfully met.

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

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Were you able to keep up with the reading in class?

**Question #2**

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Would you change anything about the workshop process?

**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)**

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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 - "Evidence" and/or "identify strategies" 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"

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(No response)