UA Rich Mountain
Assessing Student Learning
Course Outcomes Report
Rachel Poor
Fall 2021

1. **Purpose**
   The Course Outcomes Report supplies information each semester regarding student learning on the course level. This report must be submitted to your division chair by the last day of the semester. Data from this report will be integrated into the annual Program Review. The Strategic Goals aligned with this report are Strategic Goal Three: Provide High Quality Education and Strategic Goal Four: Continuous Quality Improvement.

2. **Course Details**
   Course Name: Composition I Course #: ENG113

3. **Assessed Outcome**
   Course Outcome: Students will increase competencies in writing, reading, speaking, and listening. Students will apply technological and research skills to identify, locate, and process information. The student will 1. Respond appropriately to various rhetorical situations, purposes, and audiences. 2. Use writing and reading for inquiry, learning, thinking, and communicating. 3. Integrate original ideas with those of others 4. Develop flexible strategies for generating, revising, editing, and proof-reading 5. Use collaborative writing processes 6. Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

   Related Program Outcome: 1. Write a clearly expressed, grammatically correct five-paragraph essay including a thesis sentence, central paragraphs, introduction, and conclusion.
   2. Use the research process to execute academic research papers in MLA format.
   3. Use technology in research and writing.

   Related GELO category (choose one):
   - ☐ Thinking critically
   - ☒ Communicating effectively
   - ☐ Using technology
   - ☐ Conducting relevant research

4. **Evidence of Student Learning**
   Describe the classroom activity/tools related to the **course** objective (project, discussion, essay, quiz, etc.): One activity we completed was a research paper. Students self-selected topics that were important to them. They then spent two weeks researching (three sources were needed). We discussed citations, editing, proof-reading, drafting, and completed a writer's workshop over our papers. We completed this research paper in stages, discussing how an introduction should be written, moving to body paragraphs, and then the conclusion. We wrapped up with making sure our works cited pages were correct. This essay wound up being about two-three typed pages plus a works cited page.

5. Course Data

Number of students in your course(s) who met the course objective: 9

Total number of students in your course section(s): 11

Percent (%) of students achieving this course objective: 82%

6. Response to Data

Will you change how you teach as a result of this assessment?

☒Change(s) needed. I think the overall essay writing dragged on a little longer than needed. I broke the assignment down into individual paragraphs, but most of my students could have been done with the entire essay in the first two weeks and ready for the writer's workshop part. In the future, I'm going to move a little faster. I plan to cover the introduction and the body paragraphs together, then the conclusion and the works cited pages (and in-text citations) together. That will give them two weeks to do research, write the paper, and then be ready for the writer's workshop on the third week.

☐No change(s) needed. *Type explanation here.*

***Attach <u>anonymous</u> student samples of each activity along with the grading rubric/scale.**
****Attach any meeting minutes associated with this assessment.**

Imagine a world where there were not any grocery stores. How would a person go about putting meat on the table to feed their family? Of course, we could have gardens that would produce our fruit, vegetables, and grain; but how would we go about getting meat that most Americans survive off of? We would have to hunt for our food. Hunting has been around ever since the caveman era; the men would go out and kill food for their families. Currently there are too many people out there trying to prevent Americans from hunting, saying that it is a form of cruelty. I would like to talk about all the benefits there are to hunting. Not only is hunting a great way to get out in mother nature and have a little exercise, but deer hunting is important because it helps control the deer population, it offers a method of survival, and when done right it is an activity that can be done safely.

Hunting has been a part of human culture since the dawn of time, from the caveman to the settlers. We have been hunters and gathers. Just because you can go to the store and buy over processed meat, that you don't know what or where it came from, doesn't mean you have to. I for one am a hunter. I know the importance of hunting. During deer season, which normally starts in October and ends in February, there is a dramatic increase in the movement of the deer population. When a buck (male deer) is in rut, his whole focus is on finding a female. Which most times, will bring him to the middle of a busy highway. It's stated on, www.arc-solutions.org website, that according to the National Highway Traffic Safety Administration, there are about 1 million car accidents with deer each year that kill 200 Americans, cause more than 10,000 personal injuries, and result in $1 billion in vehicle damage. Can you imagine how much worse the damage would be if we were not allowed to hunt? Let's look at other forms of accidents attributed to deer that doesn't involve a vehicle. As found on www.worlddeer.org, bucks are extremely aggressive and more dangerous during their mating season (rut). It is stated that their urge to reproduce is so intense that many bucks don't even feel the need to eat at this time of the year. Even when not provoked, bucks can attack anyone or any other animal that they perceive as their rivals with their strong kicks, sharp hooves, and antlers. If the deer population

was to go unchecked, our city and towns could be overrun with deer that could cause bodily harm to many people and a huge amount of damage to personal property.

When hunters are allowed to hunt and have a successful hunt, they can depend less on other people or huge manufactures. Deer meat is a great source of protein and can be cooked in many ways. It can also save you a lot of money by processing your own deer. An average mature buck can give you around 53 pounds of meat after processing, as stated on www.mvorganizing.org. If you were to go to Wal-Mart and buy10 lbs of hamburger meat you would be spending close to $32.00 or more. If someone went to Wal-Mart expecting to get 58lbs of hamburger meat, they need to be ready to spend over $200.00. Not only is deer meat a good source of nutrition, you can also use their pelts for many things. Before the settlers came the Indians would track and kill deer and use their pelts for blankets, clothes, and even moccasins. With the way the world is going I feel that it is very important to be able to provide for ourselves and have the knowledge to do so.

To legally hunt in the United States, a person would have to take a hunting safety course. By taking the course they would learn how to properly use a weapon, either a gun or a bow. The Hunter Education Program of the N.C. Wildlife Resources Commission provides free hunter education courses throughout the year in ever county. More than a firearm safety course, instruction includes ethics and responsibility, conservation and wildlife management, wildlife identification, survival and first aid, specialty hunting and tree stand safety, as stated on the www.ncwildlife.org website. There are a lot of things that can be learned by taking a hunters education course. It would be beneficial for everyone to take the course. Even if a person doesn't want to hunt. They could gain a lot of information about conservation and responsibility.

Deer hunting is not a cruel sport, most Americans, including myself depend on the meat harvested from the deer to feed our families. It is our right to be able to own a gun and go hunt for our food. Yes, the excitement of shooting a deer and being able to process it is amazing, but it goes so much

farther than that. We can help our neighbors in a time of need with the meat that comes from deer. It is cheaper than going to the store and stalking up on hamburger meat. Yes, you must spend money to hunt. However, it is not as much as you would think.

Works cited

Rice, Doyle. "News & Media." *Deer-Car Collisions Increase This Time of Year | Wildlife Crossing Structures | ARC Solutions - Animal Road Crossings*, 1 Nov. 2011, https://arc-solutions.org/article/deer-car-collisions-increase-this-time-of-year/.

"Do Deer Attack Humans? (What to Do If a Deer Attacks You)." *World Deer*, 7 Nov. 2021, https://worlddeer.org/do-deer-attack-humans/.

"Hunting." *Courses*, https://www.ncwildlife.org/Hunting/Before-The-Hunt/Hunter-Education-Courses.

Research Paper Rubric

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
Paper Focus: Purpose/ Position Statement	**0-13 points**	**14-15 points**	**16-17 points**	**18-20 points**	/20
	Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper.	Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking, The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	
Analysis	**0-22 points**	**21-23 points**	**24-26 points**	**27-30 points**	/30
	Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis.	Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions.	Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.	
Evidence (Sources)	**0-22 points**	**21-23 points**	**24-26 points**	**27-30 points**	/30
	Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.	Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	

Research Paper Rubric (continued)

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
Organization	**0-6 points**	**7 points**	**8 points**	**9-10 points**	/10
	Paper lacks logical organization and impedes readers' comprehension of ideas. Central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components.	Paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete.	Paper is adequately organized. Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part.	Paper is effectively organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.).	
Writing Quality & Adherence to Format Guidelines	**0-6 points**	**7 points**	**8 points**	**9-10 points**	/10
	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting.	Paper shows an average and/or casual writing style using standard English and following APA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows above average writing style and clarity in writing using standard English and following APA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting.	Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	
Timeliness* and Length of Paper (* unexcused late)	**Deduct 11 points- overall failing**	**Deduct 6-10 points**	**Deduct 1-5 points**	**0 points deducted**	/---
	Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length	Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body).	Paper is submitted by the deadline and meets the required length (6-8 pages for the body).	
				TOTAL POINTS (sum of 6 Criteria)	**/100**