

WML ASSESSMENT ACTIVITY REPORT – WRTG 107
Donna Witek – Submitted 6/23/2014

Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments
<p>Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.</p>	<p>Students will investigate differing viewpoints that they encounter in their investigation of topics <i>in order to</i> be able to defend or counter specific points-of-view.</p>		
<p>Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.</p>	<p>Students will gain insight and understanding about diverse sources of information <i>in order to</i> evaluate and use resources appropriately for their information needs.</p>		
<p>Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.</p>	<p>Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, or websites) <i>in order to</i> match the requirements of their assignments.</p>	<p>WRTG 107: Composition (Schaffer, Spring 2014)</p> <p>“One-shot” session to teach students to find sources about a research topic related to the short story “Bartleby, the Scrivener”; Prof. Witek teaches this IL session to Prof. Schaffer’s WRTG 107 students every semester it is taught (both outcomes addressed; see right for details)</p> <ul style="list-style-type: none"> • With only 3 students enrolled in the course at time of IL instruction, Prof. Witek was able to run the session as a research workshop, instead of a lecture, resulting in a more active and experiential learning experience for the students. • Course further supported with a course-specific research guide 	<ul style="list-style-type: none"> • Although there were five SLOs developed for this 75-minute session, the only one that was directly assessable during the session itself was: “Students will begin to develop their research topics about the short story, ‘Bartleby, the Scrivener’.” <ul style="list-style-type: none"> ○ Prof. Witek witnessed the accomplishment of this SLO during the research topics workshop conducted with the 3 students present in the first 20 minutes of the session. • Other SLOs for this session included: <ul style="list-style-type: none"> ○ Properly interpret their professor's assignment and expectations. ○ Understand the purpose of various source formats for their papers. ○ Become familiar with resources and tools to assist with the MLA format. ○ Conceive of their papers as part of a wider conversation. • Evidence of instructional emphases related to the above SLOs described can be found on the course-specific research guides: <ul style="list-style-type: none"> ○ http://guides.library.scranton.edu/schaffer-

	Students will articulate the key elements in their research questions <i>in order to</i> match the requirements of their assignments.		<p>wrtg107 (viewed 51 times over course of semester)</p> <ul style="list-style-type: none"> Ability to directly assess the other four SLOs limited by the “one-shot” nature of the instruction: the direct evidence that these four SLOs have been met by students is found in the work they produce for Prof. Schaffer later in the semester; at this time, there is no arrangement in place for final student work to be directly assessed for these IL SLOs.
Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	Students will properly distinguish between their own ideas and the intellectual property of others <i>in order to</i> ethically use information and demonstrate academic integrity.		

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014