UNIVERSITY OF SAN FRANCISCO

Core Area: Rhetoric & Composition
Spring 2007

Student Learning Outcomes Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Measurement of Evidence Students analyze non-fiction essays, and write short essays in response. Students also compose a long Rhetorical-Critical Analysis (RCA, major paper #2), interpreting a long academic essay, and applying its ideas.	Summary Results The most difficult of the four essays. About 75% scored B- or higher; many rewrote the essay for a higher grade.	Assess Im The long, acar the early 90s, next term I we current, topica that perhaps a amore nua challenging th more in depth
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	All four major essays require students to integrate multiple sources; the Research-Extended Proposal essay asks students to research, incorporate, and connect most extensively.	Most students (90%) researched effetively, incoporating more paraphrases than direct quotes. Most made successful connections between researched material and main-claim, though only about 50% of the student proposed convincing solutions.	Re: the solut essay. Design devoted to eff solutions, handout/desig practical (con very general o
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students write a 10-12 page REP (see above) essay requiring them to research an exigent problem and propose a viable, realistic solution. The REP requires extensive current, academic research, knowledge of source type, primary/secondary/tertiary sources, skill in paraphrasing and direct quoting, and consistent use of MLA/APA format.	About 85% received a B- or higher.	Students are of essay, comfortable was A few strugg and direct of direct quote), devoted to part quoting, effective—intest two students successfully was that lesson, ar peer review d
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Students write two drafts of every essay before submitting the final; one is conferenced with me, the other is peer-reviewed. We review peer-editing skills early in the semester (emphasizing content, and,	All students (100%) improved on redundancy/ wordiness, and most (85%) demonstrated greater awareness of language accuracy (they understood the debate re: gendered language wasn't about being "politically correct," but about audience responsiveness and	None.

	later, style and technical		
	execution); students are		
	encouraged to use various	ethos, and logos).	
	techniques reviewed in a		
	"self-editing" handout and		
	use at least two strategies		
	per essay. We read every		
	chapter in Style, and spend		
	two class periods on		
	gender-neutral		
	language/sexist reference,		
	and redundancy/wordiness,		
	and nominalizations, and		
	how to address them for		
	concision and clarity.		
Revision: Students develop their	Students write three drafts	Almost all students (85%) improved	None.
own revision strategies for	(third is final), and are	draft to draft, with many reporting	
extending and enriching early	expected to apply the	the techniques for	
drafts and for producing polished	above discussed revision	reducing/eliminating	
advanced academic writing.	strategies (of which there	wordiness/redundancy to be	
	are 25) to all writing in and	especially helpful.	
	outside RC 120.		

CORE AREA: A.2 Foundations of Communication (Rhetoric and Composition)

Learni	ng Outcomes	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
1)	Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	All of the essays incorporated summary and analysis of academic texts. The final exam focused on analyzing a particularly long and complex text.	Approx. 85% of students received grades on B- or better on at least one of the essays.	I will be focusing more on pairing up thematically related, long, complex texts from different eras.	Students often confuse the difference between summary and analysis.
2)	Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Students completed two shorter essays and two longer research papers that achieved this outcome.	Approx. 85% of students earned a B- or better on at least one of the four assignments.	Provide even more positive models of integrating quotations, paraphrasing, and avoiding unintentional plagiarism (through insufficient rewording or quotation of source material).	Some students struggled with contextualizing their sources to create a strong argumentative essay.
3)	Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions,	The third essay was a research paper which required a topic proposal with focusing questions, an annotated bibliography, a "fact sheet," an outline, and an Abstract. Initial drafts focused argumentation,	100% completed every part of the assignment; Approx. 85% received a grade of B- or better on the final paper.	Might weigh the annotated bibliography, fact sheet and outline differently in future assignments. Also, might grade those supplementary parts of the assignment before the final	Might shift the due dates of "discovery" drafts.

	incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	while the final draft incorporated elements of style.		draft.	
4)	Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	This figured prominently into every writing assignment. I emphasized correctness and academic style.	Approx. 80% of the students demonstrated the ability to write a relatively errorfree academically appropriate essay.		Some advanced students particularly enjoyed style exercises, while less advanced students found such exercises quite difficult.
5)	Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Multiple drafts were due of each paper and students were encouraged to revise based on individual conferences, peer editing, and self-assessment strategies.	Approximately 75% of students revised effectively; others focused primarily on editing.	Make at least two substantial revisions mandatory rather than optional. Provide even more student examples of strong revisions.	Many students appear to be unwilling to reengage the "architecture" and organization of their essays after submitting a final draft. I'll try new strategies to address this.

ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

End-of-year evaluations demonstrated significant improvement in the skills emphasized in our ideal learning outcomes. Many students found the critical-thinking skills taught in this class to be applicable to their other courses. Most

students appeared to be confident in their ability to use the skills emphasized in this course.

EVIDENCE THAT COURSE SUPPORTED THE MISSION OF THE

UNIVERSITY (Offer the "...knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others"):

The choice of social-justice oriented readings and essay assignments contributed to engaging students with the University's mission. Open discussions conducted with a kind of warm Socraticism allowed for multiple viewpoints to be engaged (even with contentious issues). These discussions often led to strong writing that emphasized finding common ground and exploring the possibilities for positive change. One essay in particular emphasized proposing a solution to a significant social justice issue.

UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Speeches/responses to readings during class discussions	It's very difficult to assess whether a student "understands" something, particularly something vague like "the importance" of something, so I am unable to summarize this category except to say that there is insufficient time in the class to give exams or use other measures that would enable a more exact measurement.	In a skills-based class, this kind of contextualizing/theorizing has some importance, but is not seen by students as worth their time. I am revising this course to more directly deal with issues related to citizenship and deliberation in dialogical contexts which should enhance student understanding of oral argument.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Speeches Rhetorical Analysis Course activities, group assignments	Students demonstrate a basic understanding of concepts like "logos" and "audience," yet tend not to develop a sophisticated enough understanding to adequately apply it to their own or others' speeches.	
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	special written on-line plagiarism and source- citing unit	Students scored well on this unit, demonstrating basic understanding	To advance the rhetorical ethics issues beyond simplistic ideas like "stereotyping," the course will be redesigned to better capture ethical issues that commonly emerge in rhetoric
Fashion a clear and concise thesis statement.	Speeches Essays Instructor conferences	It's a constant struggle to get students to develop thesis statements that meet expected standards. Improvement has been noted over two semesters	
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Speeches Essays in-class activities	Students effectively use evidence in support of claims, but they consistently have difficulty finding compelling evidence and anticipating actual audience opposition	Make course activities more theme- based to provide more context for arguments

Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Essays Speeches Class Readings and discussions of them	see "key concept of rhetoric" above	
Adapt arguments to various audiences and occasions.	essays/ speeches	see "anticipate audience support/opposition" above	
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Essays speeches	students give a variety of speeches, in a variety of modesinformative, introduction, persuasive, etc. They don't do enough speeches to really demonstrate "facility" in any one particular mode, though.	
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Speech outlines	Students frequently do work at the last minute or without care, resulting in outlines that do not meet this criterion	
Properly cite a variety of sources.	Essays Speeches On-line plagiarism Unit	Students demonstrate in plagiarism/source-citing unit that they have the ability to do this, but consistently cite improperly on actual documentation.	
Adjust voice appropriately to audience, room and material.	speeches	students tend to adjust voice	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	speeches	students tend to show vocal variety	
Demonstrate fluency when delivering speech from notes or outline.	speeches	students tend to be fluent	

Use nonverbal cues to enhance the speech rather than detract from it.	speeches	students tend to use appropriate nonverbals	
Use visual aids (e.g., multimedia) effectively.	speeches	students tend to use visual aids effectively	

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UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

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(1)	(2)	(2)	(4) Assessment Informed
(1) Student Learning Outcomes	Measurement of Evidence	(3) Summary Results	Assessment informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Each writing assignment asked students to perform a close reading or a rhetorical analysis of one or more texts. There was never an assignment that asked students to provide their opinion on an issue. All assignments focused on texts (e.g., Dyson's Graduation Address, Rousseau's "The Origins of Civil Society")	All students passed each paper with a grade of C- or better. If a student did not pass the first time, they were given the chance to re-write the work. With the exception of one student and one paper, each student who had to re-write earned a grade of C or higher to pass the assignment. Students also evidenced a higher degree of sophistication in their analystical skills in the final paper. They were more adept at understanding how arguments were put together and how the form and content of an argument creates meaning.	In the earlier assignments, work to show how "analysis" is different than the "description" they've done in the past. Show more examples of analysis vs. the kind of assessment and reading performed in the traditional five paragraph essay.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	In the first semester, students completed a diagnostic essay, an analysis of the rhetorical situation in Dyson's Graduation address, an analysis of King, Mandela, or de Beauvoir, and a policy paper that required extensive research. In the second semester, students worked on a single 20 page paper over the course of the semester. Analyzing a	All students passed each paper. 80% of the students improved their grade at least 1/3 of a letter grade from their research paper in the first semester to the research portion of the final paper. In the final paper of the second semester, 17 students raised their grade from the first installment of the paper to the final paper. 4 remained the same (3/4 maintained a grade of A or A-).	Spend more time with examples and explaining how to integrate the theoretical perspective. This was the least successful stage of them all.

(1) Measurement of Evidence primary text of their own choosing, they had to integrate a literature review and a theoretical perspective into the paper. Written in stages, students had to learn how to write a coherent paper weaving together all these different aspects.	(3) Summary Results	Assessment Informed Improvements
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develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. Complete two different types of research: (1) were source independent library research and demonstrating mastery of standard academic documentation modes. Complete two different types of research: (1) were source to support the effectiveness of a certain policy. (2) A literature review where they identified the scholarly controversy that surrounded the text or issue that they were analyzing. To prepare students for this project we also completed two research prep assignments: (a) An assignment that took them from a specific subject, to a topic, to a primary text. (b) A research question worksheet that showed (b)	1) All students passed this paper with grade of C- or higher. All students were required to document their ources (a minimum of 10 scholarly ources) in correct MLA or APA format. 2) The literature review, while a very ifficult assignment for students, emonstrated a significant in moreovement in students' writing bility. 3 students increased their rade a full letter grade from their revious paper. 8 increased their rade by a 1/3 letter grade. 6 stayed he same and 3 decreased their grade by 1/3 of a letter grade. All students ut one passed this assignment. 4/16 passed with a grade of b- or etter. a) All students passed this homework ssignment. b) All students passed this onework assignment.	I think these assignments actually were very successful in teaching them how to do academic research. I think the changes needed deal with documentation. Spend an extra day on MLA and APA documentation. Specifically, do an in-class exercise (in addition to showing them the examples I already show). Also, spend more time showing them how to get the information they need from the handbook (especially the APA handbook).

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	In addition to in-class exercises and howework assignments, students worked (in the first semester) with one writing partner to edit their prose and (in the second semester) with a writing group where they worked paragraph by paragraph through their prose to achieve clarity and correctness.	All students who completed the assignments passed. In the paraphrasing homework, however, several students forgot to cite the source of the paraphrasing. Students completed a four page peer	In the first semester, need to go over the basics of sentence structure and verb tenses.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	In the last semester, students worked through their 20 page papers in stages. Each time they turned in a paper, they had to revise their previous work. The revision constituted 50% of the paper grade.	All students (except one who made no	Have them revise and re-submit one of the analysis papers from the first semester.

Additional evidence that the general core learning outcomes are being met: There was a significant change in their writing during the second semester. In the interval between the first stage of the final paper (analysis) and the second stage (literature review and revision), students demonstrated significant improvement in paragraph structure, analysis, and organization (most evident in the construction of strong topic sentences and transitions). They self-reported that they felt more comfortable with creating appropriate and persuasive structures for different assignments. As well, they were able to accurately articulate their strengths and weaknesses.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Each writing assignment asked students to perform a close reading or a rhetorical analysis of one or more texts. There was never an assignment that asked students to provide their opinion on an issue. All assignments focused on texts (e.g., Dyson's Graduation Address, Rousseau's "The Origins of Civil Society")	All students passed each paper with a grade of C- or better. If a student did not pass the first time, they were given the chance to re-write the work. Each student who had to re-write earned a grade of C or higher to pass the assignment. Students also evidenced a higher degree of sophistication in their analystical skills in the final paper. They were more adept at understanding how arguments were put together and how the form and content of an argument creates meaning. This class more than the other two struggled with the concept of analysis even up until the final paper.	In the earlier assignments, work to show how "analysis" is different than the "description" they've done in the past. Show more examples of analysis vs. the kind of assessment and reading performed in the traditional five paragraph essay.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	In the first semester, students completed a diagnostic essay, an analysis of the rhetorical situation in Dyson's Graduation address, an analysis of King, Mandela, or de Beauvoir, and a policy paper that required extensive research. In the second semester, students worked on a single 20 page	Almost all students passed each paper (only one did not pass each paper). 75% of the students improved their grade at least 1/3 of a letter grade from their research paper in the first semester to the research portion of the final paper. In the final paper of the second semester, 7 students raised their grade from the first installment of the paper to the final paper. 5 remained the same (all of those who remained the same earned a grade of	Spend more time with examples and explaining how to integrate the theoretical perspective. This was the least successful stage of them all.

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
\ <i>\</i>		` /	
Student Learning Outcomes	paper over the course of the semester. Analyzing a primary text of their own choosing, they had to integrate a literature review and a theoretical perspective into the paper. Written in stages, students had to learn how to write a coherent paper weaving	Summary Results at least a B). Only one student decreased due to incomplete work.	Improvements
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	together all these different aspects. Students were required to complete two different types of research: (1) Policy Paper that required them to research evidence to support the effectiveness of a certain policy. (2) A literature review where they identified the scholarly controversy that surrounded the text or issue that they were analyzing. To prepare students for this project we also completed two research prep assignments: (a) An assignment that took them from a specific subject, to a topic, to a primary text. (b) A research question worksheet that showed them how to develop good	(1) All students passed this paper with a grade of C- or higher. All students were required to document their sources (a minimum of 10 scholarly sources) in correct MLA or APA format. (2) The literature review, while a very difficult assignment for students, demonstrated a significant improvement in students' writing ability generally. This class as a whole, however, seemed to have more difficulty with writing and researching than the other 2. (The students in this class began at a significantly lower level than the other classes as measured by the diagnostic essay and average placement test scores). On this particular paper, 3 students increased their grade a full letter grade from their previous paper. 2 increased their grade by a 1/3 letter grade. 2	I think these assignments actually were very successful in teaching them how to do academic research. I think the changes needed deal with documentation. Spend an extra day on MLA and APA documentation. Specifically, do an in-class exercise (in addition to showing them the examples I already show). Also, spend more time showing them how to get the information they need from the handbook (especially the APA handbook).

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	` /	
Student Learning Outcomes	could support a long (15-20 page) research paper.	grade by 1/3 of a letter grade. All students but one passed this assignment. (a) All students passed this homework assignment except one who did not complete the assignment. (b) All students passed this homework assignment.	Improvements
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	In addition to in-class exercises and howework assignments, students worked (in the first semester) with one writing partner to edit their prose and (in the second semester) with a writing group where they worked paragraph by paragraph through their prose to achieve clarity and correctness.	All students who completed the assignments passed. In the paraphrasing homework, however, several students forgot to cite the source of the paraphrasing. Students completed a four page peer review at least three times during the class, showing their ability to correct other's writing. All students demonstrated a decrease in grammatical error in their final paper.	In the first semester, need to go over the basics of sentence structure and verb tenses.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	In the last semester, students worked through their 20 page papers in stages. Each time they turned in a paper, they had to revise their previous work. The revision constituted 50% of the paper grade.	All students (except one who made no changes) significantly improved the content and form of their papers each stage. Students self reported that their final papers were significantly different from their original drafts. Many commented that the revision helped them better understand the structure of the papers.	Have them revise and re-submit one of the analysis papers from the first semester.

Additional evidence that the general core learning outcomes are being met: There was a significant change in their writing during the second semester. In the interval between the first stage of the final paper (analysis) and the second stage (literature review and revision), students demonstrated significant improvement in paragraph structure, analysis, and organization (most evident in the construction of strong topic sentences and transitions). They self-reported that they felt more comfortable with creating appropriate and persuasive structures for different assignments. As well, they were able to accurately articulate their strengths and weaknesses. This class, however, struggled more with writing and analysis than the other two classes. I had to spend much more time working on reading comprehension with this group. It was clear that, in the end, they had greater insight into how to perform an analysis even though their skill level on average was not as high as the other two classes.

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Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	In the first semester, students completed a diagnostic essay, an analysis of the rhetorical situation in Dyson's Graduation address, an analysis of King, Mandela, or de Beauvoir, and a policy paper that required extensive research. In the second semester, students worked on a single 20 page	All students passed each of the papers 85% of the students improved their grade at least 1/3 of a letter grade from their research paper in the first semester to the research portion of the final paper. In the final paper of the second semester, 10 students raised their grade from the first installment of the paper to the final paper. 4 remained the same (all of those who remained the same earned a grade of at least a B). Only	Spend more time with examples and explaining how to integrate the theoretical perspective. This was the least successful stage of them all.

	(2)		(4)
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Student Learning Outcomes	Evidence	Summary Results	Improvements
<u> </u>	paper over the course of the semester. Analyzing a primary text of their own choosing, they had to integrate a literature review and a theoretical perspective into the paper. Written in stages, students had to learn how to write a coherent paper weaving together all these different aspects.	two students decreased their grade (both due to incomplete work).	
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students were required to complete two different types of research: (1) Policy Paper that required them to research evidence to support the effectiveness of a certain policy. (2) A literature review where they identified the scholarly controversy that surrounded the text or issue that they were analyzing. To prepare students for this project we also completed two research prep assignments: (a) An assignment that took them from a specific subject, to a topic, to a primary text. (b) A research question worksheet that showed them how to develop good research questions that	(1) All students passed this paper with a grade of C- or higher. All students were required to document their sources (a minimum of 10 scholarly sources) in correct MLA or APA format. (2) The literature review, while a very difficult assignment for students, demonstrated a significant improvement in students' writing ability generally. On this particular paper, 6 students increased their grade a full letter grade from their previous paper. 4 increased their grade by a 1/3 letter grade. 5 stayed the same and 1 decreased their grade by 1/3 of a letter grade. All students passed this assignment. (a) All students passed this homework assignment except one who did not complete the assignment. (b) All students passed this homework assignment.	I think these assignments actually were very successful in teaching them how to do academic research. I think the changes needed deal with documentation. Spend an extra day on MLA and APA documentation. Specifically, do an in-class exercise (in addition to showing them the examples I already show). Also, spend more time showing them how to get the information they need from the handbook (especially the APA handbook).

(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
9	could support a long (15-20 page) research paper.		•
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	In addition to in-class exercises and howework assignments, students worked (in the first semester) with one writing partner to edit their prose and (in the second semester) with a writing group where they worked paragraph by paragraph through their prose to achieve clarity and correctness.	All students who completed the assignments passed. In the paraphrasing homework, however, several students forgot to cite the source of the paraphrasing. Students completed a four page peer review at least three times during the class, showing their ability to correct other's writing. All students demonstrated a decrease in grammatical error in their final paper.	In the first semester, need to go over the basics of sentence structure and verb tenses.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	In the last semester, students worked through their 20 page papers in stages. Each time they turned in a paper, they had to revise their previous work. The revision constituted 50% of the paper grade.	All students significantly improved the content and form of their papers each stage. Students self reported that their final papers were significantly different from their original drafts. Many commented that the revision helped them better understand the structure of the papers.	Have them revise and re-submit one of the analysis papers from the first semester.

Additional evidence that the general core learning outcomes are being met: There was a significant change in their writing during the second semester. In the interval between the first stage of the final paper (analysis) and the second stage (literature review and revision), students demonstrated significant improvement in paragraph structure, analysis, and organization (most evident in the construction of strong topic sentences and transitions). They self-reported that they felt more comfortable with creating appropriate and persuasive structures for different assignments. As well, they were able to accurately articulate their strengths and weaknesses. This class had a very wide ability range. The split became very evident at the beginning of the semester and, yet, seemed to close as students performed more group projects and tasks throughout the semester.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	130: Students prepare written notes on each reading and a 900 word documented summary of evidence for all written arguments. Each paper and speech requires use of ethos, pathos, and logos proofs organized to gain audience support. Written peer critiques require students to assess effectiveness of evidence in essays and speeches.	130: At the end of the term, 85% of students use compelling and credible evidence to support their claim; 80% shape to audience support.	
	131: Each essay and speech requires raising and responding to a real opposition (researched and/or personal interview); each speech requires use of specific motivational appeals in introduction, argument, and conclusion to connect persuasion to audience. Students assess peer speeches in written responses to a directed critique.	131: At end of term, 95% of students use credible and sufficient evidence to support and oppose claims.	

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(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements		
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Each assignment shaped to different rhetorical situation: 130: written summary/response argument includes analysis of reading using personal experience; case study of art/cultural site in San Francisco (field study and technical report); researched academic argument on civic history of San Francisco with citation and documentation (speech and essay) 131: textual analysis of speech by Rachel Carson (argument on civic issue); speech of value analyzing visual rhetoric (ethical argument); written analysis of public issue (academic and professional argument); policy speech on public issue (professional and academic argument).	130: 90% successful (over B-) in summary/response argument; 88% in case study; 90% in research speech; and 80% in research essay. 131: 67% successful (over B-) in developing textual analysis; 70% successful in developing and delivering argument of value; 85% successful in written analysis of public issue; 95% successful in developing and delivering policy argument.			

	(2)		(4)
(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	130: research essay and speech require students to attend library session on research methods and assessing the credibility of sources; to identify a substantive research question through an initial survey of evidence; to locate and assess credible evidence in support of claim; to integrate and	130: 75% of students achieved grades of B- or better in research essay and speech in which integration and documentation of sources had to be substantially correct.	130: Most students have no experience using documented sources; it takes 2 semesters of practice to initially learn these skills.
	credential sources used in oral and written argument; and to use MLA documentation 131: all essays and speeches require citation, credentialing, and	131: 95% of final researched essays and speech outlines correctly integrated, cited, credentialed, and	
	documentation of sources; argument of value, extended essay analysis, and argument of policy require independent research and appropriate documentation.	documented sources	
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	130: 1st essay requires students to use a first draft to discover claims, to revise draft to support claim, and to establish exigence by indicating their personal connection	130: 100% of final essays and speeches established exigence and were organized to support an arguable claim; 90% had a central argument; 70% had a coherent set of subarguments.	

(3)		(A)
(2)	(2)	(4)
		Assessment Informed
	Summary Results	Improvements
and coherence.		
121 . 1 . 1 . 1	101 4. 1 6. 11	
	•	
C		
1		
support argument terms	•	
	proof.	
130. 1st essay requires	130: 70% of 1st essays organized for	
	*	
•		
	* · · · · · · · · · · · · · · · · · · ·	
editing.		
131: students required to	131: at end of term, all students able	
conduct interviews to		
develop opposition	arguments, to use motivational	
arguments in speeches and	appeals in speeches, and to develop a	
essays, to use motivational	specific call to action on policy	
	Measurement of Evidence to claim; written critiques by peers direct revision for audience. 1st speech outline requires topical arrangement of evidence and clear transitions; practice required for revision; peers critique organization in performance. All subsequent assignments require exigence, claims, and coherence. 131: students develop 4 deductive claims which control and limit subarguments and arrange proof inductively to support argument terms 130: 1st essay requires revision for audience and intention; editing workshop analyzes focus and coherence; criteria part of each subsequent speech essay, reinforced in conferences and peerediting. 131: students required to conduct interviews to develop opposition arguments in speeches and	Measurement of Evidence to claim; written critiques by peers direct revision for audience. Ist speech countine requires topical arrangement of evidence and clear transitions; practice required for revision; peers critique organization in performance. All subsequent assignments require exigence, claims, and coherence. 131: students develop 4 deductive claims which control and limit subarguments and arrange proof inductively to support argument terms 130: Ist essay requires revision for audience and intention; editing workshop analyzes focus and coherence; criteria part of each subsequent speech essay, reinforced in conferences and peerediting. 131: at end of term, all essays and speeches establish exigence and are governed by an arguable deductive claim; 85% successful (over B-) in developing a coherent set of subarguments with inductively argued proof. 130: 1st essay requires revision for audience and intention and 75% for focus and emphasis; 85% of final essays and speeches organized for focus, emphasis, audience, and intention. 131: at end of term, all students able to raise and respond to opposition arguments, to use motivational appeals in speeches, and to develop a

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
	appeals in speeches, and to include a specific call to action in policy speech		

UNIVERSITY OF SAN FRANCISCO

Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Students analyzed a variety of texts from both political and pedagogical perspectives.	All students successfully completed these assignments.	
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Students read a variety of texts of different length and complexity from a class required anthology, posted articles on the library website and from their own research.	All students successfully incorporated outside research from a variety of sources for both research papers. Some students had a tendency to put off research until the last minute. For these students, research could have been more complete.	Require early annotated bibliographies for the research paper.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	This object was accomplished in research papers on educational policy and on educational philosophy.	All students met this requirement adequately. See comment above for timing.	See above
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Required for every assignment.	All students worked on various aspects of editing over the course of both semesters.	Sometimes it was apparent that what was covered in the Fall was forgotten by the Spring. Perhaps a review of the previous semester's material at the beginning of the Spring semester would be productive.

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	We had peer review workshops and editing workshops for each required essay. We also reviewed grammar points and rhetorical strategies in summary assignments.	See above	See above

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	-students were required to write one major paper which analyzed the rhetorical strategies used in a text and the degree to which these strategies were successful	-nearly all students became aware of rhetorical strategies used by authors -most students produced effective academic writing describing rhetorical strategies used in a text and the degree to which these strategies were successful	-I can better emphasize the different between what is said (content of the argument) and how it is said (rhetorical strategies used), in class activities
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	-students were required to complete a major 12-page research paper, reviewing evidence from 20 sources and incorporating evdence from 15 of them	-all students produced academic writing integrating information from sources -nearly all students effectively integrated academic sources in their arguemnts -some students did not use sources which were academic; some students did not use sufficient sources; some students did not integrate their sources effectively into their writing	-I can offer students more examples of academic writing which integrates multiple academic sources
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	-students were required to complete a major 12-page research paper, reviewing evidence from 20 sources and incorporating evdence from 15 of them -students were required to complete 15 building tasks to lead them through the process of academic writing from sources -students were required to	-all students developed sophisticated research questions -nearly all students effectively integrted academic sources in their arguemnts -some students did not use sources which were academic; some students did not use sufficient sources; some students did not integrate their sources effectively into their writing	-I can offer another round of conferences with students

		IEMILAIE	
	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
	attend a library session informaing them of how to do research and how to incorporate sources -students were required to use APA or MLA format for in-text citation and references / works cited page		
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	-students were required to revise each of their three major papers	-nearly all students revised their work	-I can make far better use of our Style textbook -to do this I propose making exercise sheets from the book ad spending more class time completing and reviewing these instead of homework time
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	-students were required to complete 15 building tasks to lead them through the process of academic writing from sources; each of these building tasks was submitted for feedback; students continued to revise their own work -students were required to tun in a draft of each of ther major papers, and to respond to instructors comments on each of these drafts -students were required to complete further revsion of their papers before submitting the final	-nearly all students can effectively respond to comments from the instructor -many students can effectively revise thier work on their own -some students can respond to comments from the instructor, yet cannot revise on their own -many students turned in work which was good but not polished academic writing	-I can offer students as much support as I have on the first 2 papers, but encourage them to become more independant in their revision, by offering fewer comments, on the last paper

- -student wrote a self evaluation letter at the end of the semester to sumamrize their strngths and weakneses in academic writing.
- -most of these letters demonstrated a reasonable and balanced refection on student's skills

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	In all 3 essays, students were urged to see argumentation not simply as pro/con, but as comparative evaluation and differential critique	Students were often "stuck" in the high school debate style of A vs. B "all or nothing" approach. This more sophisticated approach was difficult for them.	Continue to use essays that span a continuum so that students see good examples of "hybrid" logos (not just polarized pro-con
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Students completed 3 essays of progressivley longer lengths, each requiring more research and annotation.	Only 2 students received "C+" grades on at least one of the 3 assignments.	More focus in peer review and conferences on putting sources into context.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	All 3 essays required a claim with outline; the last 2 required library research and annotation in APA or MLA format	100% completed the assignment; most problems (therefore grade differential) had to do with continued problems with critical analysis (above) rather than the research process.	Continue as is, with in class work and library session on how to procure scholarly on-line sources
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Students were urged to develop a scholarly style as well as a "voice" in all 3 essays	Some students construed voice as "I" statements, and lapsed into narrative as opposed to rhetorical writing.	Work on incorporating individual voice without jepordizing the rhetorical, scholarly nature of the essay assignment.

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	rough copy of the essay during peer review and	About 80% of students revised effectively, but some focused mainly on proof-reading comments from group rather than larger issues.	ethos and pathos as strategies for

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1)	(2) Measurement of	(2)	(4) Assessment Informed
(1) Student Learning Outcomes	Evidence	(3) Summary Results	Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and	Rhetorical analysis of a choice from 4 assigned readings	13% failed and had to rewrite	Require a second conference for students who are writing below an acceptable standard
complex texts from a variety of genres, subjects, and fields.	Analyzing a variety of sources for a synthesis essay	All students passed	
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Synthesis essay Research essay	All students were able to utilize multiple sources, but not all succeeded at the A level	More A level sample essays would benefit students
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students complete a preliminary research assignment before attending two sessions in the electronic classroom with a research librarian; students select credible sources; students compose literature reviews or annotated bibliographies; students write an original research thesis and develop research essays	100% success due to multiple revision opportunities and ongoing communication; also I encouraged students to return to the library for individual sessions with librarians as necessary	

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Style: Students edit their own	Collaborative classwork;	Overall students showed strong	For one or two students, I may
prose to achieve a clear and	lectures; sentence level	development of indivual style. In a	require Writing Center sessions
mature writing style in keeping	quizzes; one on one	few cases, I granted extensions to	rather than suggesting such sessions;
with the conventions of academic	professor student	students who wanted to make Writing	
and/or professional discourse.	conferences; Peer review	Center appointments and could give	
	workshops; Through all of	me written proof of attending such	
	these activities, students	sessions	
	strive to develop their own		
	prose style		
Revision: Students develop their	For each of the four major	All students revised regularly since	I am going to require students to
own revision strategies for	essay assignments, students	they were required to hand in multiple	document, in a narrative to be
extending and enriching early	are required to write early	drafts. In a small percentage, roughly	handed in with final drafts, the steps
drafts and for producing polished	drafts which they must	10%, students could have been more	they followed in revising.
advanced academic writing.	revise following	detailed in their revision.	-
	conferences with the		
	professor		

Additional evidence that the general core learning outcomes are being met:Quizzes throughout the semester to test comprehension of various readings, concepts and skills. Through these unannounced quizzes, I am able to keep track of any areas in need of further instruction. I then follow up with appropriate lectures and/or hands on sessions and discussions.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and	Rhetorical analysis of a choice from 4 assigned readings	All students passed All students passed	
complex texts from a variety of genres, subjects, and fields.	Analyzing a variety of sources for a synthesis essay	-	
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Synthesis essay Research essay	All students were able to utilize multiple sources, but not all succeeded at the A level	More A level sample essays would benefit students
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students complete a preliminary research assignment before attending two sessions in the electronic classroom with a research librarian; students select credible sources; students compose literature reviews or annotated bibliographies; students write an original research thesis and develop research essays	100% success due to multiple revision opportunities and ongoing communication; also I encouraged students to return to the library for individual sessions with librarians as necessary	

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Style: Students edit their own	Collaborative classwork;	Overall students showed strong	For one or two students, I may
prose to achieve a clear and	lectures; sentence level	development of indivual style. In a	require Writing Center sessions
mature writing style in keeping	quizzes; one on one	few cases, I granted extensions to	rather than suggesting such sessions;
with the conventions of academic	professor student	students who wanted to make Writing	
and/or professional discourse.	conferences; Peer review	Center appointments and could give	
	workshops; Through all of	me written proof of attending such	
	these activities, students	sessions	
	strive to develop their own		
	prose style		
Revision: Students develop their	For each of the four major	All students revised regularly since	I am going to require students to
own revision strategies for	essay assignments, students	they were required to hand in multiple	document, in a narrative to be
extending and enriching early	are required to write early	drafts. In a small percentage, roughly	handed in with final drafts, the steps
drafts and for producing polished	drafts which they must	10%, students could have been more	they followed in revising.
advanced academic writing.	revise following	detailed in their revision.	-
	conferences with the		
	professor		

Additional evidence that the general core learning outcomes are being met:Quizzes throughout the semester to test comprehension of various readings, concepts and skills. Through these unannounced quizzes, I am able to keep track of any areas in need of further instruction. I then follow up with appropriate lectures and/or hands on sessions and discussions.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Both my RC 250 and 120 students produced several short analytical papers related to specific assigned texts of various genres; 3 long essays required similar close use of multipe texts	Short papers gave students practice with various rhetorical approaches to argument and analysis, preparing them for the longer, more complex tasks related to 5-9 page essays	Progress was evident from paper to paper in a majority of the students' writing. Longer essays had to be redrafted twice and in many cases three times.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Three long essays all involved multiple texts (from 4-8 depending on the prompt). All essays were arguments and asked for a thesis & balanced views supported by credible evidence	Students made 2-3 drafts of each paper plus for 2 papers detailed annotated bibliographies esplaining how the texts would be used to support their argumentsx	Students worked closely with me in conferences where I monitored their work & progress; many improved a lot and also expressed their own sense of improvement both orally and in writing
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	All 3 of the long essays required students to formulate a question for research and then find appropriate texts to use in their research; annotated bibliographies were assigned as preparation	Library class, multiple drafts, bibliographies and conferences kept students on track with their independently conceived topics. Standards for MLA & APA documentation were rigorously upheld	No final papers were accepted or received passing marks unless they clearly fulfilled all the standard benchmarks for soundly written & researched academic essays
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	For every peer edit on content we held an extra peer edit for style. I also advised students individually on style.	Multiple drafts yielded good results in this area; short essay assignments also helped students work on style issues	Most students made progress and emerged with an increased awareness of good writing stlye

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	semester) plus conferences	Most students made big leaps from first to second & third drafts, both in style, content, and documentation areas of emphasis	responsibility in polishing their work

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	In class discussions and writing assignments, students critically analyze linguistic and rhetorical strategies from various texts. In Essay 2, students apply these skills to their own writing by doing a critical analysis of one or more texts.	In two sections, 27% of students received a grade in the "A" range (excellent), 58% received a grade in the "B" range (very good), and 15% received a grade in the "C" range (satisfactory). These grades and percentages provide a measure for how well students met the criteria for the learning outcomes. For a few students, late essays, absences, and tardies influenced their grades. For Essay 2, the essay grade breakdowns were similar to the overall student grade breakdowns.	When students write critical analyses, they face these main challenges: 1.) comprehending the text in order to provide an informed response to it; 2.) finding a text they are fully engaged with and integrating their own argumentative position with the author's stance; 3.) analyzing ethos, pathos, and logos in a clear and articulate manner. To continue improving students' ability to meet this outcome, I will use various strategies that have proven to be effective: analysis and discussion of similar and differing perspectives of texts in class; topic brainstorming that allows students to formulate thesis and body paragraph ideas for their essays; shorter writing assignments that allow students to generate responses to a text and create a foundation for their longer essays; the use of Writing for a Real World as a model of excellent student writing and critical analysis.

	(2)		
(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Integrating multiple academic	In Essay 3, students use	In two sections, 27% of students	In order to help students meet this
sources: Students incorporate	multiple sources as	received a grade in the "A" range	outcome, I will continue to use the
multiple texts of length and	evidence to support a claim	(excellent), 58% received a grade in	following strategies: discussion of
complexity within a unified	and in Essay 2 students are	the "B" range (very good), and 15%	research paper myths and the
argumentative essay, addressing	given the opportunity to	received a grade in the "C" range	importance of integrating one's
connections and differences	compare and contrast	(satisfactory). These grades and	persuasive stance and commentary
among them.	multiple texts.	percentages provide a measure for	with evidence; analysis of model
	_	how well students met the criteria for	student research arguments from
		the learning outcomes. For a few	Writing for a Real World; topic
		students, late essays, absences, and	brainstorming sessions that allow
		tardies influenced their grades. For	students to generate claims, analyze
		Essays 2 and 3, the essay grade	counterarguments, and discover
		breakdowns were similar to the	strategies for thesis and essay
		overall student grade breakdowns.	construction. Furthermore, once
			students write their initial drafts, individualand sometimes multiple
			conferences with students help to
			assure that they are establishing an
			argumentative stance, commenting
			adequately on their sources, and
			creating a unified and coherent
			argument. Through this step by step
			process, students find it less
			overwhelming to perform the
			complex task of incorporating
			multiple texts into an essay.
Academic research: Students	For Essay 3, students	In two sections, 27% of students	For students to meet this outcome,
develop sophisticated research	attend a library session,	received a grade in the "A" range	they must be given ample time to
questions and compose substantial	research and find outside	(excellent), 58% received a grade in	choose a topic; indeed, the library
arguments in response to those	sources, assess the	the "B" range (very good), and 15%	session is much more effective when
questions, incorporating extensive	credibility of these sources,	received a grade in the "C" range	students have chosen their topic
independent library research and	practice appropriate	(satisfactory). These grades and	ahead of time, because they can
demonstrating mastery of standard academic documentation modes.	documentation of these sources, and integrate them	percentages provide a measure for how well students met the criteria for	engage in active and specific research. Topic discussions, peer
academic documentation modes.	as evidence to support the	the learning outcomes. For a few	reviews, and conferences are
	claims of their arguments.	students, late essays, absences, and	essential practices I will continue to
	ciamis of their arguments.	stadents, rate essays, absences, and	essential practices I will continue to

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
J	To some extent, students also undertake this process in Essays 1, 2, and 4.	tardies influenced their grades. For Essays 1, 2, 3, and 4, the essay grade breakdowns were similar to the overall student grade breakdowns.	implement so that students can do the following: transform their research questions into arguable claims; create a good balance between their voice and sources; address counterarguments to their own positions; use proper source citation.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	In peer reviews and conferences for Essays 1-4, stylistic issues are a criteria used in the evaluation of student writing. Peers help to edit each other's essays and identify grammatical errors and stylistic problems. In written comments and conferences, I reinforce and expand upon the work done in peer review by pointing out particular patterns of error and any other matters of style that students can work on.	In two sections, 27% of students received a grade in the "A" range (excellent), 58% received a grade in the "B" range (very good), and 15% received a grade in the "C" range (satisfactory). These grades and percentages provide a measure for how well students met the criteria for the learning outcomes. For a few students, late essays, absences, and tardies influenced their grades.	While I find it challenging to make a discussion of grammar and style exciting in the classroom, I have found several strategies that are effective at helping students to meet this outcome. Peer reviews and conferences allow students to become active and engaged about issues of style. Both practices allow for significant exchangesbetween peer and peer, instructor and student-about ways they can improve upon their style and grammar. While one student may need help with run-on sentences, another may need work on fragments or dangling modifiers. When students recognize their major patterns of error, they can focus on specific areas of improvement. Because students have multiple peer reviews and conferences over the course of a semester and engage in the process of revision, we can track their level of improvement both in increments and over time.

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Students develop these skills through the process of peer review and conferences for Essays 1-4. Students are required to do a first and second draft for each major essay and are encouraged to further revise their essays	In two sections, 27% of students received a grade in the "A" range (excellent), 58% received a grade in the "B" range (very good), and 15% received a grade in the "C" range (satisfactory). These grades and percentages provide a measure for how well students met the criteria for the learning outcomes. For a few	From student feedback, I can deduce that students appreciate the extensive feedback they receive from peer review, conferences, and written commments on their graded essays. Through revision of their work, students see how they can develop and complicate their ideas, transforming their rough drafts into
	throughout the semester and for their final portfolio.	students, late essays, absences, and tardies influenced their grades.	realized arguments. To keep meeting this learning outcome, I will continue to integrate a discussion of revision into the class and how effective revision goes beyond surface level issues and often makes major changes in structure and content. Furthermore, I will continue to offer additional conferences where students and I can collaborate on how they can best revise their essays.

- --Students are "able to speak and write effectively" by sharing ideas verbally, in writing, and in peer review and conference, by conversing with me and their peers about ways to improve their essays, and by revising their work in a series of stages.
- --Students "express ideas in an articulate and persuasive way" by writing argumentative essays that attempt to persuade their audience and revising their work so ideas are expressed more clearly.
- --Students "understand the process of seeking truth and disseminating knowledge" by seeking multiple points of view when researching topics and learning to express their knowledge effectively in writing.

- --Students "understand the moral dimension of every significant human choice" by having relative freedom in choosing writing topics that have often have some relevant personal or spiritual meaning to them.
 --Students "understand and value cultural and ethnic differences" by working with each other in small groups (for both peer reviews and class exercises) composed of members of diverse backgrounds and by reading essays by authors from a variety of backgrounds.
- --Students are "exposed to opportunities to work for social justice" by seeing the link between their writing and larger social issues and how their writing can impact the real world.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Both my RC 250 and 120 students produced several short analytical papers related to specific assigned texts of various genres; 3 long essays required similar close use of multipe texts	Short papers gave students practice with various rhetorical approaches to argument and analysis, preparing them for the longer, more complex tasks related to 5-9 page essays	Progress was evident from paper to paper in a majority of the students' writing. Longer essays had to be redrafted twice and in many cases three times.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Three long essays all involved multiple texts (from 4-8 depending on the prompt). All essays were arguments and asked for a thesis & balanced views supported by credible evidence	Students made 2-3 drafts of each paper plus for 2 papers detailed annotated bibliographies esplaining how the texts would be used to support their argumentsx	Students worked closely with me in conferences where I monitored their work & progress; many improved a lot and also expressed their own sense of improvement both orally and in writing
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	All 3 of the long essays required students to formulate a question for research and then find appropriate texts to use in their research; annotated bibliographies were assigned as preparation	Library class, multiple drafts, bibliographies and conferences kept students on track with their independently conceived topics. Standards for MLA & APA documentation were rigorously upheld	No final papers were accepted or received passing marks unless they clearly fulfilled all the standard benchmarks for soundly written & researched academic essays
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	For every peer edit on content we held an extra peer edit for style. I also advised students individually on style.	Multiple drafts yielded good results in this area; short essay assignments also helped students work on style issues	Most students made progress and emerged with an increased awareness of good writing stlye

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	semester) plus conferences	Most students made big leaps from first to second & third drafts, both in style, content, and documentation areas of emphasis	responsibility in polishing their work

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	The first essay was a rhetorical analysis of a textbook essay chosen specifically for its complexity and need for close reading. Essays #2 and #3 involved careful study of peer-reviewed scholarly articles.	80-85% of students received a B- or higher on at least one of these essays.	Next semester I plan to assign more short assignments involving academic texts that focus on close reading, structure study, and rhetorical analysis.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Essay #2 was a compare/contrast lit review of peer-reviewed scholarly texts.	After working closely with me, one on one, and completing two drafts, 85% of students received a B- or higher.	Use a strong example of what a good compare/contrast essay should look like, in order to clarify the confusion many students felt while working on the first draft.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Essay #4 was a research paper focusing on strong research questions, carefully crafted structure, MLA and APA citation, and a diverse and extensive bibliography.	100% of students successfully wrote this paper (several wrote well beyond suggested page count), with 80-85% of students receiving a B- or better.	Spend more time on research questions before initial writing begins, to insure students pursue complex research questions rather than mere reports.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Students were encouraged to read their work aloud to themselves at home, and to each other in class, in order to hear errors in grammar and syntax. I also marked	This proved to be a very effective technique, which resulted in a stronger prose style for over half the class.	

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
_	their papers for style and clarity, and went over them with each student individually.		
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Rough drafts were required for each essay, and peer editing was intensive.	Students often proved to be excellent editors for each other, even when they struggled in their own work. This helped many of them see errors they themselves were making, and encouraged them to produce stronger drafts.	

Additional evidence that the general core learning outcomes are being met:Most students were very motivated, and demonstrated an impressive arc of improvement as the class progressed, especially in clarity, structure, and style. A few even went from a D- on the first essay to an A by the final paper. I was amazed how many students lingered on the last day to let me know that they had learned a lot in my class.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Measurement of Evidence After learning about and practicing analysis and summary writing, they are asked to read an essay, and write an Analysis Summary paper	(3) Summary Results The results are pretty good on the analysis piece but I find that students typically find summary writing challenging. As a result we work on it all semester long.	Assessment Informed Improvements I think I have an effective method for teaching this assignment and don't really need to change much.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Students are assigned an Analysis-Synthesis paper. They are expected to also demonstrate analysis and summary writing skills in this assignment as well.	I find that the students are generally well-prepared for this assignment in terms of analysis. I have had mixed reactions in terms of their synthesis writing. I feel that this is in part due to the fact that synthesis is a more sophisticated writing skill but also, it is very difficult for some because they are not experienced in using sources as evidence, making a synthesis of source usage overwhelming.	 Don't place students in 250 who can't succeed there. Spend more time on this set of skills and perhaps create an additional assignment at the expense of sacraficing the Lit Review. I believe that this would be a better use of the students time.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Their final paper is a research paper focusing on argumentation . They incorporate all of the skills they have previously learned. This paper is also related to a literature review which they must write prior to this assignment.	Most students are enthusiastic about this assignment because they can choose the topic based on my approval. Students tend to do better on this paper because they have learned most of the writing strategies needed except for counter arguments and rebuttals.	I need to figure out how to give them more time so they don't feel as rushed at the end of the semester. Eliminating the Literature Review would help with this. Then I could focus more on the core skills.

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	I look at several levels of drafts. I also give students electronic exercised as well as hard copy exercised we work on in class. Students also conference each	Students tend to do much better later on durng the semester as their skills grow and as the class forms a bond.	The large number of ESL students in these classes makes this more challenging.
	assignment and peer review.		
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	I offer a variety of suggestions and strategies. We try different things.	Students seem to appreciate the different methodologies. We talk about what people prefer and why.	This really falls on them to put in the time and effort to perfect their writing.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Three of our essays focused on summary and analysis of academic texts for content and style.	90% of students received a B- or higher on at least one of the three essays.	Critical reading of texts does not always include critical reading of assignments and directions. I will focus more fully both on aspects of textual analysis through concentration on class handbooks and increase discussion regarding the targeting of reading comprehension in all theaters of the academy. I also will enable students to choose within required reader texts one preferred source and supplied topical question for one assignment.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	All four essays required using multiple text sources of varying length and complexity to respond to a thesis, quoting and citing class texts or outside sources and analyzing their connections and disagreements.	All but two of the students received a B- or higher on at least one of the assignments.	All assignments will continue to require the handling of more than one textual source to employ in response to a thesis statement. Greater emphasis will be placed on the integration of appropriate text quotations from varied sources with the succinct goal of the thesis.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	The final term project was a ten-page research paper on a subject of the student's choice, requiring multiple library/online sources to be quoted and cited in MLA format; two earlier papers required APA format.	90% completed every part of the assignment, which included an oral presentation, Blackboard postings, and peer-reviewing of two other students' rough drafts.	Assigning and grading varied stages for the term project enabled students to hit phased targets more successfully.

E				
	(2)		(4)	
(1)	Measurement of	(3)	Assessment Informed	
Student Learning Outcomes	Evidence	Summary Results	Improvements	
Style: Students edit their own	All essays required	About 75% of the students eventually	To enhance this number, I will	
prose to achieve a clear and	students to edit their own	produced academy-appropriate	implement more frequent one-on-one	
mature writing style in keeping	first drafts; three required	essays.	conferencing with students during	
with the conventions of academic	that they review and edit at		draft stages in my fall courses, to	
and/or professional discourse.	least two other students'		address individual strengths and	
	essays for all aspects of		weaknesses more directly.	
	academic discourse.			
Revision: Students develop their	Students were required to	Student trust of peer reviews	More frequent individual	
own revision strategies for	submit their instructor- or	increased and papers benefitted; about	conferences will incorporate aspects	
extending and enriching early	peer-reviewed rough drafts	20% remained skeptical of most	of writing-center pedagogy to target	
drafts and for producing polished	to discover which	recommendations and not always	random and systemic pitfalls and	
advanced academic writing.	recommendations were	without good reason.	help students to implement the	
	followed and expose their		solutions on a default basis.	
	choices to overall efficacy.			

Additional evidence that the general core learning outcomes are being met: An optional mid-semester evaluation, which produced about a 35% response rate, revealed that about 85% of respondents felt that the course was achieving all stated objectives and was meeting individually expressed goals. During the fall semester I plan to implement a progress-tracking system to accompany this evaluation on a weekly basis, so that students can identify specific targets' being met.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	rhetorical analysis essays in-class assignments, based on readings	students tend to offer unsophisticated analysis of rhetorical techniques, unless prompted to take analysis to deeper levels	more practice, more sample rhetorical analysis essays
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	essays	students successfully integrated sources in their writing, but they are not always effective at showing connections and differences	
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	essays speeches	without extensive support, students typically are not able to produce sophisticated research questions on their own in a non-disciplinary class. LIbrary research tends to be effective, although, in all but a few cases, it is not extensive	focus more on readings in course rhetorics that discuss academic writing as a response to problems
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	essays	most students struggle with achieving style that meets basic needs of clarity and cohesion; by the end of the semester, they typically are able to meet basic conventions of professional discourse, though not reaching a point where they can focus on style in its own right	

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Revision: Students develop their	essays	It's a struggle to get students to put	I am considering instituting a
own revision strategies for		an appropriate amount of time into	portfolio system that would
extending and enriching early		revision. Revisions tend to focus on	encourage students to do more self-
drafts and for producing polished		elminating severe gaps in reason or	assessment and revision of their
advanced academic writing.		organization, rarely on producing	writing.
		"polished" writing	

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Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	All of the assigned papers required additional research. Student papers had to have a clear thesis, and demonstrate original analysis and conclusions.	All students definitely understood how to evaluate and use balanced sources by the end of the semester, as well as the difference between arguing, summarizing, and speculating.	It seemed students struggle most with paraphrasing their sources; also, at times, they found it difficult to choose the most relevant part of their research and integrate it.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	All of the assigned papers required additional research and time at the library. The last paper was the most demanding, with at least twelve sources to support their argument. The bibliography had to follow MLA style.	By the semester's end, all students wrote coherent arguments achieving grades of B- or better in their final paper drafts.	The librarians have been very helpful in this domain. At times, I have a research session at the library, but this semester most of my students already had one in a previous class so I did not schedule one.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	All of the papers had to be revised. There was a graded peer-review for the first paper, and subsequent ones were returned with	With this method of mandatory meetings, mandatory revisions, and lengthy comments, all students made enormous progress by the semester's end. By tailoring goals personalized	I have been using a portfolio of revised work as their final. This has proved very useful, but still, at times student are distracted by other finals and sometimes slack in that last

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Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Again, revision is crucial, and much time was spent on this process; it also accounts for a large part of the grade. By having at least three 20-minute mandatory conferences to discuss their papers, students both realize the importance of revision and are compelled to meet my expectations.	While meeting with students one-on-one can be demanding, the results are always encouraging. For some reason, what is said in class isn't inorporated and understood in the same way as when you sit and talk with them individually.	This is the core of my teaching at the prose-level. Revision, where students work on their weaknesses, is fundamental to progress, and I have been doing this for a decade, fine tuning the process for each institution. I've found that at USF I needed to increase the impact on their final grade to get students to take this seriously. Otherwise, there were no changes.

Additional evidence that the general core learning outcomes are being met:Fundamentally, these composition classes are about critical thinking and writing, the core of a liberal education. I know that the outcome is met when students' papers not only change in form, but also in content; that's when their critical thinking takes them to a new intellectual place, one they did not set out to visit. And when that liberation of the mind takes place, I see how students suddenly connect critical thinking to all areas of their lives. This semester, several of my students have reconsidered cultural assumptions as well as the goals they set forth in their education. Through their research and revisions, they have "discovered the truth" on their own. And the skill to self-educate is one that is never forgotten. In this odd way, I know core learning is achieved when students tell me they called their parents to discuss the readings in the class, or that they went home over the weekend and wanted to show their parents the papers they had researched and written.

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UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	In addition to writing regular in-class responses to readings from across the academic disciplines over the course of the entire semester, students wrote medium-length essays critically analyzing and evaluating the arguments presented in one or two academic essays, assessing their rhetorical effectiveness.	Nearly all students performed this task well, some very well. One or two students had difficulty reading and writing analytically or critically about non-fiction prose texts, but these were assisted in individual conferences.	Overall, procedures for meeting this outcome may remain the same, as they were fairly successful. The students who had difficulty with this task manifested signs of problems with reading and in one case of poor instruction in his prior writing course. Some RC 110 instructors who insist on teaching more personal or expressive forms of writing need training in focusing their instruction more on rhetoric and critical analysis to prepare students for the rigors of RC 120 and the rest of the university curriculum.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Students were required to write a medium-length essay incorporating as source material several academic essays read in class. Also, students were required to write a long essay incorporating both challenging class readings and outside web and library research.	Nearly all students mastered the tastk of writing focused argumentative and analytical essays that incorporated and responded to both academic essays assigned as reading for the class and sources found in independent research. Only one student dsplayed significant difficulties incorporating these sources in a meaningful way.	Since most students were able to fulfill this outcome, instructional methods may largely continue without modification. However, greater concentration in class on the complexities of integrating sources into one's own argument may aid the majority of students in using sources more effectively and seamlessly. Students experiencing greater difficulty reaching this outcome will (as noted above) require greater focus on reading skills at the RC 110 and 099 levels. Those courses (particularly 110) ARE designed to focus on critical reading and

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
			integration of sources, but evidence suggests that some instructors are not focusing sufficiently on these skills.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students were required to compose a lengthy essay responding to research questions formulated on their own and incorporating a range of sources (including scholarly sources) found in web and library research. Students also completed source reports in which they were required to demonstrate the ability to digest scholarly and othe research sources. Finally, students took an "academic honesty" quiz which required the demonstration of an understanding of plagiarism and the practice of academic integrity.	Most students demonstrated capabilities in library and web research, a few doing an exceptional job synthesizing material from scholarly sources. A few students had some difficulty working with more demanding research sources. All students were capable of developing productive research questions. All students demonstrated comphrension of the principles and practices of academic honesty. Most students also mastered the essentials of documentation, though execution of details was fair at best.	More "hands-on" in-class work with scholarly sources beyond those found in the reader may prove useful. Though such exercises were conducted in class, they were of necessity condensed and brief. Perhaps they could be extended to help students negotiate the complexities of scholarly research articles. A few more graded exercises on the details of documentation may make for "neater" final research-based essays.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	All major essay assignments were assessed not only according to their content and structure but also according to their clarity and consistency with the usages and	For the most part, students successfully composed and edited essays that met the standards of college-level writing, minimizing mechanical errors and awkwardness (though some syntactical signs of strain persisted as signs of the growth	Editing exercises in class were somewhat helpful, especially when they directly involved students' own writing. Given the persistence of "conversational" prose in much student writing, I hope to fashion exercises to help students develop a

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(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
	conventions of academic and civic discourse. Also, students were required to complete several in-class style excercises requiring them to practice different sentence construction strategies.	process writers undergo as they tackle increasingly challenging tasks). A handful of students had difficulty writing in a more mature, less colloquial or conversational style, detracting somewhat from the academic credibility of their work.	more mature style and vocabulary. Style textbooks fare fairly weak in this area.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Students submitted and received assessment on both draft and revised versions of each major essay. Final versions were graded in large part based on thoroughness of revision both of content and of form.	Students revised effectively to extend and develop arguments, to modify/sharpen claims, and to consider alternative points of view. Formal/mechanical revision practices were less effective overall.	Ideally I would have students hand in three different versions of each essay, so that they could focus in one revision on content issues and in a second on formal and stylistic ones. However, such a practice would not be feasible due to time constraints. More in-class editing coupled with stricter standards for proofreading may prove effective.

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(1) Student Learning Outcomes	Measurement of Evidence	(3) Summary Results	Assessment Informed
		Š	Improvements Class discussions of toyts improved
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Assigned readings and responses to the following texts: "A Sequence for Academic Writing," "Fields of Reading," "Rhetorical Grammar," and additional articles.	Students integrated responses to texts, ranging from narrative to expository, from art to politics, in both written and oral formats.	Class discussions of texts improved, for the most part, from the beginning of the semester to the end, with students' engagement and vocabulary expanding in their written and oral communication. Students more effectively recognized an author's rhetorical startegies and were able to analyze the effects of those techniques, eventually utilizing those startegies themselves.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Students' ability to integrate sources were measured by their completion of four essays (8500-9000): expository, argumentative, research, persuasive.	Students exemplified ability to utilize quotations, paraphrase, summary, bibliography and synthesis of written and non-written sources.	Though the first essay assignment did not ask students to integrate multiple academic sources, focusing rather on persuasive rhetoric, subsequent essays required that the students incorporate an increasing number of outside, researched texts. All students were able to do this well.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students' ability to incorporate research and formulate paper topics, thesis statemnts, counter arguments, concession, refutation, and factual support was measured by completion and revision of four essay assignments.	Students visited the library as a class for a tutorial on academic research and completed several hours of independent research following that visit, as illustrated in their final papers. Utilized MLA format properly with in-text parenthetical documentation.	All students eventually incorporated muliple texts, ranging from personal interviews, information gathered during field trips, visual texts, and written texts. Though some students had trouble with the mechanics of MLA format, through conferences and visits to the Writing Center, those students eventually demonstrated knowledge of standard MLA documentation. All students

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(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
			were able to develop sophisticated arguments in their final drafts.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Students' final drafts were measured for correct grammar , usage, development, organization. Students must demonstrate a variety of sentence structures, correct grammar, knowledge of proofreading skills, essay format and flow, paragraph focus and transition, conclusions.	Students utilized a range of sentence structuresnoun phrase appositives, adjective clauses, verbal phrases, concession. Students demonstrated the ability to create a cohesive argument based on different stylistic concerns, content, and audience.	Students exemplified their ability to move from short, repetitive sentence structures to more varied, mature sentences. Most students used more free modifiers, illustrating control over the length and type of sentence they deemed effective for the content. Ultimately, a majority of the students improved on the sentence, paragraph, and essay level. Students moved from formulaic essay structures to more complex formats which they based on content and purpose. Out of 19 students, 17 had improved their grade by (at least) an entire step.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Students were expected to have several drafts of an essay before the final was turned intentative thesis statements for workshopping, sample paragraphs, rough introductions, sentence combining exercises, rough drafts for peer response.	Students were required to revise an essay and write a reflection essay which exemplifies their ability to not only improve the original essay but also prove they are capable of meta-analyzing their own process of revision.	100% of students improved their own writing. The final revsion and reflection essays demonstrated overall improvement as well as confidence in and knowledge of their own writing processes and products.

Additional evidence that the general core learning outcomes are being met:

Submitted by Nicole Brodsky on May 18, 2007 for Rhetoric and Composition 120 section 2, Spring 2007.

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(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Weekly analiteal reviews from a pool of acadmic readings from a variety of writers and topics. Included writing summaries and analitical responses to all readings	Active classroom discussion resulted in not only analytical reviews of readings but also the review of writing strategies used for each subject including organization, evidence used, and validity of the argument being posed.	Reading along with reviewing of grammatical issues increased students' control of the written language and development of their own academic essays.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Autobiographical and biographical novels were used to increase reading and analytical skills. Groups were assigned for each novel to encourage active, joint collaboration before individual analytical essays were written.	Using rubric for critical/analytical discovery and incorporating literary terms and elements used by authors, student's learn to read critically searching for underlying messages in order to write their analysis essays.	Learned the differences between literal reading and analytical reading that lead to more well developed and meanful personal essays for portfolio submissions.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Orientation on University data bases for valid academic sources to support their own work. Extensive lectures of MLA and APA documentation to utilize in their essays with sources.	Essays submitted for class grade as well as in portfolio for additional credit all were either formatted in MLA or APA.	Students can use these skills for documenting sources and finding appropriate, valid, academic sources for all their future classes.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Peer reviews for all essays, multiple revision papers, self-assessment on writing style keeping with academic discourse.	Progressive assignments with improvement addressing grammar issues, organization, development and doucmentation.	Over-all improvement of writing skills.

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Revisions were occuring before peer reviews Prepared portfolio submissions with some excellent work to earn additional credit towards degree.	Essays continually had less revisions to be made after peer reviews since multiple revisons were made previously.	

Additional evidence that the general core learning outcomes are being met: At the beginning of 307, students had many grammar issues to overcome along with learning how to organize and develop a meaningful essay. Extensive reviews of grammar rules, especially comma rules, using students' own work as examples, generated pertinent questions where comprehension related to actual writing and not just rules began, which allowed active learning to take place. By the end of 308, most students had accomplished writing, almost error free, expressive essays that display not only their writing skills, but, more importantly, their ability to take a life experience and illustrate clearly, descriptively and eloquently their accomplishments that demonstrate that they deserve the credit they seek towards their degrees. Basically, I believe, they learned to put their thoughts on paper so others could understand the viewpoints, beliefs and feelings being expressed. I expect to see most students receiving full credit from the evaluators at USF for their efforts.

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	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Assessment informed Improvements
		ů .	
Critical analysis of academic	Students were required to	Analyzing readings and the content	I continue to modify my teaching of
discourse: Students critically	analyze a series of ten short	was never a problem. Analyzing the	the rhetorical aspects and the
analyze linguistic and rhetorical	readings, from a variety of	rhetorical aspects was often a	teaching of critical thinking. Often
strategies used in long and	genres, and provide a two-	challenge. I spent about 3 weeks on	the challenge in 250 is the level of
complex texts from a variety of	four page written response.	the rhetorical aspects prior to the	critical thinking may not YET be
genres, subjects, and fields.	The responses were	longer analysis assignment. The	compatible with a rhtorical analysis
	submitted and discussed in	drafts were 50/50 on target. Half of	of this depth. I am going to provide
	class.	the students analyzed the content. The	models papers for the students and
	Students also read one	other half addressed the rhetoric. The	take more time with shorter
	work of greater length and	final versions submitted were much	assignments to ready them for the
	submitted a seven page	improved upon and the class average	lengthier piece.
	rhetorical analysis.	for the longer paper was 82.0	
Integrating multiple academic	Students read five or more	Students really seemed to enjoy the	I am going to provide a model
sources: Students incorporate	sources from the reserve	topic of this assignment. Their theses	paper, not on the same topic, though.
multiple texts of length and	list and sumbitted a	were evocative and thoughtful. They	I am also going to assign short
complexity within a unified	syntheis paper The	successfully summarized and	sythesis responses. Again, this goes
argumentative essay, addressing	synthesis paper required	sythesisized the materials. The class	back to the students' previous
connections and differences	them to devise their own	average was 81.5.	experience with critical analysis.
among them.	thesis and support it with		Often, they have had very litte
	the provided readings.		exposure.
Academic research: Students	All sources must be cited	Upon completing their final research	More handouts, more exercises,
develop sophisticated research	according to the discipline.	paper, 95% of the students cited	more models of plagiarism and the
questions and compose substantial		correctly 95% of the time. I also used	unique types.
arguments in response to those		turnitin.com to discern any	A shortened version of a research
questions, incorporating extensive		discrepencies.	paper, prior to the lenghthier one,
independent library research and			may also prove beneficial.
demonstrating mastery of standard			
academic documentation modes.			

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Drafts are required prior to each submission. Students must also review and respond to peers' drafts.	Students complied with the process. Some students benefitted from the time management aspect of a draft, others benefitted from instructor and peer responses. A few changed only the items suggested and resubmmitted.	Provide models of drafts and annotated editing.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Students provide three or more drafts for each submission, note their edits and accomplany the final version with an explaination of their choices. For the final research paper, the student must provide a tentative outline, a thesis in draft and a review of Literature.	Requesting a rationale for their edits re-enforces the importance of proofreading and editing. Students often read for typos and nothing more. I required an explanation of structural changes, an outline and a summary of what they asess as their challenges and successes. Although about 80% really were able to voice their decisions and self assess, it still seemed successful.	checklist. The calendar may inspire them to stay on task and revise sooner.

Additional evidence that the general core learning outcomes are being met:

Mid semester I issue an anonymous student survey. The questions ask the student about the student outcomes as well as their general sense of self improvement. At mid- semester it seems about 1/4 of the outcomes have been met. I issue a similar survey at the close of the semester and students are quite honest about their success and my success. They feel on a whole we meet about 90% of the outcomes; however, they also note that meeting the outcomes and perfecting and/or practicing them are quite different. We may meet most of the outcomes, some more thoroughly than others. I'll try to balance the instruction so that each outcome is met with the same efficacy and attention.

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	(2)		(4)
(1)	(2)	(2)	(4)
	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Critical analysis of academic	Students learn how to read	Through practice the students learn	After the first diagnostic essay I am
discourse: Students critically	and analyze academic	how to apply the sophisticated	able to assess particular problems
analyze linguistic and rhetorical	essays from a required	organization, focus, and	that students have with grammar,
strategies used in long and	anthology as they interpret	developmental strategies they have	usage, and deficiencies in
complex texts from a variety of	rhetorical strategies and	learned to their own essay	understanding and applying the
genres, subjects, and fields.	arguments that organize the	assignments.	elements of reasoning in their
	various assigned essays.		writing. By the second essay many
	They then apply these		of them show improvement as they
	skills to their own essays		understand how to rectify their own
	based on the development		particular problems by paying
	of their own critical		attention to line-by-line reading and
	arguments.		editing of their own texts.
Integrating multiple academic	I use a rhetoric text from	With practice, students learn the basic	The students finally learn how and
sources: Students incorporate	which they learn and	research techniques and how to listen	when to quote, and how to give
multiple texts of length and	practice how to write	to different points of view on issues	credit to their sources through in-text
complexity within a unified	summaries, to quote	of public discourse as they	citations and correct documentation.
argumentative essay, addressing	accurately, and to integrate	simultaneously develop their own	Their research papers make use of
connections and differences	multiple sources into the	educated claims and arguments about	complex academic journal articles
among them.	body of their own research	specific topics they have scrutinized.	and sources from scholarly books.
	essays. I teach them how to		They become more familiar and
	write focus outlines and		comfortable with academic language
	how to evaluate sources for		and critical analysis.
	usefulness and credibility.		
	Scaffolding assignments		
	help them learn how to		
	read, understand, and		
	integrate multiple points of		
	view into their research		
	essays.		

Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. He students 2 documented adding master 1 give the students 2 documented along with the analytic essays and scaffolding assignments. The first research paper is a cademic documentation modes. The first research on current issues of public discourse from multiple sources: generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research. Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.		(2)		(4)
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. Students who choose topics of develop sophisticated research papers to write research papers to write demonstrating mastery of standard academic documentation modes. Students who choose topics of develop sophisticated area and mandatory research and demonstrating mastery of standard academic documentation modes. Students who choose topics of develop sophisticated and search papers to write research papers to write academic material. They write focus assignments. The first apper is a Documented Journalism essay which involves research on current issues of public discourse from multiple sources: generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research papers are usually much more sophisticated and organizational websites. This paper requires extensive in-depth independent research. Students participate in a mandatory research class session at the library. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Por basic writers, style mostly involves clarifying with the conventions of academic and/or professional discourse. Por basic writers, style mostly involves clarifying word to pragraph how to differ the final research project. Students eacher of the final research project. Students eacher paper. Students each paper shaded in the students participated and complex than the initial analytic essays they wrote at the beginning of the semester to write students Students each paper Poposing viewpoint structures, the final res	(1)	` '	(2)	
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. Students who choose topics of the students spend 3-4 weeks academic material. They write focus academic material. They write focus untilines and source evaluations as assignments. The first research paper is a configuration of the final r	` /		` ′	
the students 2 documented questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. In the students 2 documented papers to write analytic escarch papers and scaffolding assignments. The first research paper is a Documented Journalism essay which involves research or current issues of public discourse from multiple sources; generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research. Students edit their own prose to achieve a clear and manure writing style in keeping with the conventions of academic and/or professional discourse. The probability of the students and successing, reading, and assessing academic material. They write focus academic academic material. They write focus academic academic material. They write focus and part of the final research project. Student/teacher conferences and per editing groups help with the initial academic to the final research papers based on cliched topics or with simple editing groups help with the initial analytic surface for the final research Paper. The Final Research Paper. The Final Research Paper academic material. They write focus apart of the fina			<u> </u>	_
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arguments in response to those questions, incorporating extensive independent in research and demonstrating mastery of standard academic documentation modes. In a cademic anthologies and jou	1			` *
essays and scaffolding assignments. The first research agreement library research and academic documentation modes. The first research agreement and comparison of the final research project. Student/teacher conferences and perediting groups help with the initial drafts of the Final Research Paper. Students participate in a mandatory research. Students participate in a mandatory research. Students participate in a mandatory research. Students eating and organizational websites. This paper requires extensive independent prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Assignments The first		* *		1 / 5
independent library research and demonstrating mastery of standard racademic documentation modes. Style: Students edit their own prose to achieve a clair and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prosession at the library. Style: Students edit their own prosession at discourse. Style: Students edit their own prosessional discourse. Style: Students edit their own prosessional discourse. Style: Students edit their own prosessional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own participate in a mandatory research. Students learning how to they work on to paragraph to avoid their own particular problems Style: Students later from first tissues from involves research laters and websites. The first is students learning propoediar arguments that matter. The first students learned in drafts of the Final Research Paper. Style: Students edit their on one-fiction books, essays from academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper		, ,		3 0
demonstrating mastery of standard academic documentation modes. Provided Heavis and academic documentation modes Provided Heavis and academic documentation multiple sources: generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic non-fiction books, essays from academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research. Students participate in a mandatory research class session at the library. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the initial drafts of the Final Research Paper. estays of the Final Research Paper. estays the students aligned that matter. This energizes the class and makes the assignment something they value. The Final Research papers are usually much more sophisticated and complex than the initial analytic estays they walue. The Final Research Paper and the further to make a claim or to develop procedural arguments that matter. This energizes the class and makes the assignment something they value. The Final Research Paper and the further to make a claim or to develop procedural arguments that matter. This energizes the class and makes the assignment something they value. The Final Research Paper and the further to make a claim or to develop procedural arguments that matter. This energizes the class and makes the assignment something they value. The Final Research Paper and was the further to make a claim or to develop procedural arguments that matter. This energizes the class and makes the assignment something they value. The Final Research Paper and was the further to make a claim and they value. The Final Rese		,		
academic documentation modes. Documented Sources	1 · · · · · · · · · · · · · · · · · · ·	\mathcal{E}		*
essay which involves research on current issues of public discourse from multiple sources: generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic non-fiction books, essays from academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research. Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. essay which involves clear from current issues of public discourse from multiple sources: generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic non-fiction books, essays from academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research. Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. For basic writers, style word and levels after multiple revisions. Hacker's A Writer's Reference, and Exercises to Accompany A Writer's Reference, are the public of sudents learning how to voice, and ESL mistakes). By the end of the semester the students		1 1		
research on current issues of public discourse from multiple sources: generally newspapers, news magazines and websites. The Final Documented Research Paper makes use of academic non-fiction books, essays from academic anthologies and journals, and shorter sources from credible government, legal, and organizational websites. This paper requires extensive in-depth independent research. Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Tree Final Documented complex than the initial analytic essays they wrote at the beginning of the semester. This paper requires extensive in-depth independent research. Students participate in a mandatory research class session at the library. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse. Style: Students edit their own prose to achieve a clear and mother of the semester that matter. This energizes the class and makes the assignment something they value. The Final Research papers are usually much more sophisticated and complex than the initial analytic essays they wrote at the beginning of the semester. Style: Students edit their own participate in a mandatory research class session at the library. For basic writers, style mostly involves clarifying their communication skills on the level of syntax and word choice. From there they move on to paragraph to their own particular problems and interest the students learning how to avoid their own particular problems are usually much more sophisticated and complex than the initial analytic essays they value. The Final Research papers are usually much more sophisticated and complex than the initial analytic essays they value. The Final Research papers are usually much more sophisticated and complex than the initial analytic essays they value. The Final Research papers are usually much more sophisticated and complex than the initi	academic documentation modes.		drafts of the Final Research Paper.	•
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	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
	All assignments are edited by the students in multiple drafts. They do group work on editing their first drafts; I collect and make comments and suggestions on their second drafts, and then they revise these drafts themselves before handing the papers in for a final grade.		their own texts, paragraph by paragraph, so that they understand how every sentence and every word counts in written communication.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Revision is the key to good writing. Each essay assignment is drafted and revised at least 3 times. Final draft versions are handed in for a terminal grade in either a Midterm or Final Portfolio.	Papers improve considerably from draft to draft.	Writing as re-vision works for professional writers and is of the utmost importance for less skilled writers. Students benefit greatly from this process as evidenced by the final draft versions compared to the first draft versions of each and every assignment.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Students read, analyze, discuss, and sometimes summarize various works from the textbook (Fields of Reading).	I read the students' papers carefully and listen closely to what they say in class discussions. Most (75%) of them show satisfactory critical analysis skills.	
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	Our Paper #2 is a 3,500-word scholarly research argument that must incorporate and synthesize at least four sources from books and/or scholarly journals.	Most students (75%) show satisfactory ability to read, understand, reconcile, and use scholarly material in a fairly rigorous scholarly argument paper.	
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	On Paper #2 students must employ APA or MLA documentation.	Only half of the students showed true mastery of APA or MLA documentation format.	Next time I teach this course I'll spend more class time on documentation style.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	All three papers, plus all in-class writing assignments, emphasize voice and style.	Some students, driven by fear, adopt a stilted, showoffy, academic style. But most soon learn that their own voices work well, even in scholarly papers.	

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Revision: Students develop their	Each paper entails three	Many students (about 70%) show	Maybe next time I teach this course,
own revision strategies for	drafts. Students first	evidence of developing their own	I will not read a first draft of the final
extending and enriching early	exchange and critique their	revision strategies. Then again, others	paper. Instead, I will require students
drafts and for producing polished	rough drafts in smalll	rely on me to guide them. (They come	to polish their own papers without
advanced academic writing.	groups. Then they submit	to one-on-one conferences and ask me	detailed help from me.
	first drafts to me and I	questions. This is fine with me; I	
	hand them back to with	encourage all students to ask	
	many written comments on	questions. Then again, if a student	
	them. Then students submit	leans too heavily on me, I gently	
	a final, polished draft for a	place the burden of learning and	
	grade.	thinking back on the student, where I	
		think it belongs.)	

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Three essays were basesd on the student's ability to chart, summararize, and analyze academic texts.	By the last paper, students successfuly passed in-class quizzes and demonstrated complex reading in discussion and written analysis.	I will continue to quiz and require students to chart each paragraph so that students will read in detail as opposed to over-simplifying and generalizing the readings.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	After developing their critical thinking skills in the first academic analysis, for the next research essays, the students combined multiple assigned texts with outside research to evaluate a topic, objectively, through multiple perspectives.	Although the grades averaged D+/C-on the first paper, all but one student received a C+ or better on the last.	I asked students to evaluate how the assigned texts helped model researching issues from multiple perspectives, and they overwhelmingly respondedin writingthat the detailed reading, mapping, and discussion of the assigned texts fostered this critical analysis. I will continue to use the same reader to guide students to sophisticated analyses.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Two of the assignments required 12-15 page-research essays.	Our library session helped students find scholarly sources (provided by USF resources), and all students met the ten-source minimum for each paper. Only two did not complete the first required annotated bibliography but all completed the second.	I will spend more time reviewing the format of annotated bibliographies and citing Internet sources.

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Each prompt specified the criteria for coherence, cohesion, efficiency, and polish. I also strongly encouraged students to continue to focus on these issues in the Writing Center.	Students participated in exercises to tighten prepositions, correct grammar, combine phrasing and edit for clarity. The last essays demonstrated a clarity that the first essay lacked. In fact, the first papers exhibited repetition, disconnected ideas and wordiness. They wrote in their writier's reflections that they focused on clarity and readability.	I will start with style exercises earlier in the semester to encourage clear phrasing and incorporate more grammar as we proceed through the semester.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Students were required to submit developed drafts, and volunteers would provide overheads or singl-spaced copies for the class the review. I would grade students comments to standardize and motivate improved editing skills.	For the final paper, I asked students to edit a peer's paper for 2% of their gade. I collected the comments before distributing the essays back to the writers, and I noted that the comments were constructive and detailed. Almost all of the students' feedback matched my own.	I will continue to do whole-group workshops of student papers because without detailed guidance and experience, the students are reluctant toand lack the experience to-critique one another.

Additional evidence that the general core learning outcomes are being met: At the end of the semester, I asked students to evaluate what they had learned about reading and writing. Most students wrote that they disliked charting in the beginning because this slowed the reading process; however, they overwhelmingly recognized that this careful attention to the lines helped them write more analytical, sophisticated papers. Also, they noted that they relied on rhetorical stratetgies (ethos, logos, pathos, citation of authority, for example) to help craft a persuasive final analysis. Not only did I feel that they succeeded in crafting mature essays and acknowledging opposing views, but I also noticed that the final batch of papers took me half the time as the first stack because students were doing the difficult work of making the writing clear and organized, ensuring that each sentence had the right to be there and that the reader was led clearly and easily through the essay.

UNIVERSITY OF SAN FRANCISCO

Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Students were assigned to analyze three different textsa speech and 2 essays.	All students made an effort to discuss theese strategies. 9 of 13 got a B- or better or all three papers.	Need to work on abnalyzing style; this was weaker than the rhetoric.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	4 of 6 papers, including 2 research papers, required multiple sources.	This continues to be a huge problem. In spite of everything, they are still using "dropped in" quotes	I will use a workbook next year, and will do some additional in-class exercises on integrating sources.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	Students must correctly cite and document all sources.	Not a single student correctly cited all sources in speeches and papers; about 2/3 cited corrected in a majority of their work.	I will use a workbook for documentation next year, and will do some in-class exercises.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	Comparison of drafts with final papers.	Students did not proofread carefully; most papers had multiple errors and stylistic problems they should have caught and corrected.	We will do some editing workshops in class next year.

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Comparison of drafts with final papers.	needed to really polish their writing. The press of deadlines and other	closely monitor their reviusion process and to help them understand

Additional evidence that the general core learning outcomes are being met: At the end of each semester I asked students to write about whether they thought each of the outcomes had been met. Almost all of them said they thought all had been met. I disagree. I think there is still much work to do.

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Students were consistently strong in discussing class readings; their close readings of the material was reflected in the animated class discussions.	This was a stellar class w/ numerous outspoken students. I was very pleased w/ their class particiaption & the strength of their analyses of the course readings.	If students are engaged in course readings, their willingness to analyze them & discuss them is stoked. The catch? Find provocative readings w/strong rhetorical appeal.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	All student essays were source-based, w/ most texts coming from course readings. Most students did fairly well in this area.	Students were fairly self-motivated to find helpful, relevant sources, especially for the RP. Some students had to be nudged toward more hard-copy sources, away from Net ones.	In light of my other 120 course, this class did an admirable job in this area, which showed in their strong RP's.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	All course writing assignments required research. The RP was the most challenging, & most students did a fairly good job on it.	Having slected their own RP topic, students did fairly well; I was especially impressed w/ some of the ideas they had, e.g., Immigration policy in major League Baseball visà-vis how this policy works on "regular" folks.	Though most students did adequately on the RP, more pracrice is needed, particularly on the difference b/t research funded by an agendaespousing "donor" vis-à-vis non-partisan support,
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.			

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.			

UNIVERSITY OF SAN FRANCISCO Core Area: Rhetoric & Composition

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(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.	Students constantly discussed course readings & how they related to authors' rhetoric & to our writing prompts. Students wrote several essays relating to these texts.	Approx. 20% of students made siginificant progress in writing, especially on the research paper. Approx. 50% of stuents became competent, & the remaining 30% struggled on most writing assignments	More emphasis needed on research practices and on assimilating research w/ students' agenda/purpose. More work needed on integrating verbatim & paraphrased sources.
Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	All student essays were source-based, w/ most texts coming from course readings. Re: the RP, students found their own sources, only 3 of which could be Net-based.	More work is needed in this area; a small # of students performed this well, but most floundered. Students' use of appositive clauses to identify sources' credibility was adequate, as were their paraphrasing skills.	By far, this area needs the most work, & we can start by imparting to students how crucial it is to credit their sources. Plagiarism must be thoroughly, constantly explained & monitored.
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	All course writing assignments required research. The RP was the most challenging, w/ most students doing an adequate job.	Students, having selected their own RP topics, did an adequate job of finding & using their sources, though this is a skill that needs much more practice. Though the may do well w/ the MLA, the APA or CMS styles would probably pose a significant challenge.	Students need more work on these formats, & the Hacker handbook, A Writer's Reference, is helpful/ Some Internet sites such as MLA.com also seem helpful & fairly student-friendly.
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	This was a secondary (or even tertiary) concern, since students needed much more guidance in other areas.	Students regularly met in peer groups to discuss & analyze one another's work, which helped many of them. Some students also became fairly adept at editing their own work.	Given the shortcomings in other areas, style concerns take a backseat If students read more for pleasure, we'd see a significant improvement in the fluency of their own writing.

(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.	Students revised three regular essays & a short draft (3-5 pp.) of their RP. We covered such skills as eliminating nominalizations & redundancies.	significant improvement in this area, but the rest lagged.	This is a huge concern, so students need a lot of practice, starting w/ their recognition of redundancies, nominalizations, unnecessary first-person, generalizations, & vagueness.