

Core Assessment Matrix Review

Rhetoric and Composition

Core Curriculum Goals	Learning Outcomes	Examples of Measurement	Examples of Evidence	Faculty Follow-up Plans
<ul style="list-style-type: none"> Students should understand the process of seeking truth and disseminating knowledge. 	<p>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.</p>	<p>Four written papers Class discussion of readings Class presentation of findings Readings, homework, papers, exams Quizzes and essays Rhetorical analysis Case studies</p>	<p>Grades</p>	<p>More examples More readings and essays Tailored discussions Quizzes Multiple drafts of papers More guidance by faculty Give more time to complete</p>
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. 	<p>Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.</p>	<p>Speech, Papers Exercises Proposal argument Debate and discussion Readings, homework, papers, exams Student conferences Peer reviews of papers</p>	<p>Grades Participation</p>	<p>More writing More text specific assignments Complex readings Tailor discussions More practice through HW More examples Give more time to complete</p>
<ul style="list-style-type: none"> Students should be able to speak and write effectively. Students should be able to express ideas in an articulate and persuasive way. Students should understand the process of seeking truth and disseminating knowledge. 	<p>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.</p>	<p>Student conferences Workshops Draft writings Peer reviews of papers Readings, research paper, handouts Literature review Library sessions Exercises</p>	<p>Grades</p>	<p>Continuity bet. assignments More One-on-one w/ students Align assignment w/ majors Students to submit resources Tougher grading</p>
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>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.</p>	<p>Peer reading and editing Speech lab and Writing center participation. Assignments and discussions Student conferences Exams In-class critiquing Readings, homework, portfolios Multiple revisions of paper</p>	<p>Feedback Grades</p>	<p>More readings and exercises More samples More class time on topic More individual assignments</p>
<ul style="list-style-type: none"> Students should be able to speak and write effectively. 	<p>Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.</p>	<p>Student conferences Group workshops Class discussions Readings, homework, portfolios Peer revisions Multiple drafts of paper</p>	<p>Revised drafts Attendance Grades</p>	<p>More individual assignments Encourage more revisions More guidelines More “morning” sessions More in-class time</p>