2 | Page

Demonstrate competence in
their chosen field of study,
using the knowledge and
ability to address the most
significant questions, and
advancing towards positions
of leadership.

Students will identify the
appropriate level of
scholarship among
publication types
(scholarly journals, trade
publications, magazines,
websites, etc.) in order to
critically evaluate the
usefulness of the
information for their
research need.

WRTG 107:
Composition
(2 sections,
Denison1&2, Fall 2015)

Maps to SLO2 for instruction session: Practice
searching for and locating possible information
sources for their research projects

See right (Table A) for assessment data for all
three SLOs for instruction session.

See right (Table B) for rubric used to score student
submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative +
evidence of closing the loop through resulting
actions.

Table C: Assessment Narrative + Evidence of Closing the Loop through Resulting Actions

This instruction session relied on a collaborative Google spreadsheet activity (tinyurl.com/WitekFYWActivity)
during which students practiced each step in the research process as I modeled it, populating spreadsheet cells
with the evidence of this practice. I used this activity across both sections taught, and closed the loop from when
I used this same lesson for three WRTG 107 sections in Spring 2015 (see
http://www.scranton.edu/academics/wml/infolit/documents/Witek_WRTG%20107_Assessment%20Report_201
5JUL7.pdf for Spring 2015 assessment report).

I predicted in that report that I would close the loop by making the learning outcomes fewer in number and less