

WML ASSESSMENT ACTIVITY REPORT – WRTG 107
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Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments
<p>Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.</p>	<p>Students will investigate differing viewpoints that they encounter in their investigation of topics <i>in order to</i> be able to defend or counter specific points-of-view.</p>	<p>WRTG 107: Composition (Kratz, Spring 2014)</p>	<p>Students were introduced to two sources for retrieving opposing viewpoints on current topics: the website Pro/Con and the print publication and companion online database <i>CQ Researcher</i> as potential sources for quality information in this area. Students submitted papers which cited these two sources in their bibliographies to show that they had used them in their search</p>
<p>Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.</p>	<p>Students will gain insight and understanding about diverse sources of information <i>in order to</i> evaluate and use resources appropriately for their information needs.</p>	<p>WRTG 107: Composition (Kratz, Spring 2014)</p>	<p>Students were introduced to the online database <i>Academic Search Elite</i> by librarian. During in class lab session, the instructor and librarian observed students’ use of the databases and advised fine tuning of searches during active learning assignment. Students submitted research papers which cited articles from a variety of sources retrieved by utilizing the <i>Academic Search Elite</i> database. Proper MLA citation requires notation of database used to retrieve online articles.</p>
<p>Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.</p>	<p>Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, or websites) <i>in order to</i> match the requirements of their assignments. Students will articulate the key elements in their research questions <i>in order to</i> match the requirements of their assignments.</p>	<p>WRTG 107: Composition (Kratz, Spring 2014)</p>	<p>Students were instructed on facet searching in the online databases, thus enabling them to select articles in all types of publications as noted in WML Learning Outcome to the left. During lab session, instructor and librarian observed students modeling searches using facets. The bibliographies were culled to determine if all types of articles delineated were cited. Students were instructed on using templates in database searching to efficiently locate relevant articles on the concepts contained in their research questions. Librarian modeled sample search strategy. Instructor and librarian observed and advised students conducting their own searches in lab setting.</p>
<p>Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.</p>	<p>Students will properly distinguish between their own ideas and the intellectual property of others <i>in order to</i> ethically use information and demonstrate academic integrity.</p>	<p>WRTG 107: Composition (Kratz, Spring 2014)</p>	<p>Discussion on proper citation method, paraphrasing and using direct quotes was part of several lectures and assignments. Use of <i>Turnitin.com</i> by instructor as a developmental tool for drafts, rather than punitive tool for final paper helped students realize this important outcome.</p>

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014