
Assessment Annotation for Undergraduate Courses

Course Designation and Title LAN 101 English Composition

Semester/Year Spring 2012

Instructor Jessica Weleski

Campus / Delivery Format Traditional On-campus

Assessment Activity

Briefly describe your Assessment Activity

Following a class session that discussed the major elements of a citation and that showed students how to use easybib.com, the citation generator that I encourage students to use, I gave students four sample sources - a book, a chapter in an anthology, a journal article, and a magazine article, and I gave them screen shots of the easybib screens that they would encounter while citing these sources. Students had to determine the appropriate form for the source and then fill in the source information necessary to generate a correct citation.

In assessment of Student Learning Outcome(s) [write out course objective(s) and number(s)]

4. Exercise ethical judgment in selecting, representing, and citing the work of other authors.

Core Knowledge & Skills [Applicable to ALL Courses]

2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating and applying information.

Arts & Sciences Objective(s) [Applicable to ALL Courses]

1. Communicate effectively using appropriate rhetorical skills that are reflective of God's redemptive purpose.

Information Literacy Objective(s) [Applicable to ALL Courses]

5. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. (Ethical / Legal Issues)

Results of Activity

Briefly describe the Results of the Activity

Overall, the students demonstrated basic awareness of the major elements of a citation. The minor issues students encountered were locating the editor or section title of an anthology, providing the year published for a journal article, or providing URLs when none are needed for database citations.

Analysis of Results

Briefly describe your Analysis of the Activity

The students demonstrated foundational knowledge of a works cited entry. I was made aware of the fact that they still did not fully understand how to interpret the basic citation information given to them on a database source, and their

awareness of conventions when dealing with an anthology was limited.

Actions to be Taken

**Briefly describe the
Actions to be Taken
based on the Analysis
of Results**

Students worked in teams since the activity was set up as a competition. Within the same class period, I revealed the points teams had earned, which gave me a chance within that class period to point out patterns for struggle. Additionally, I comment on students' works cited pages throughout the semester, so I am able to correct errors on an individual basis in student work.

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