



General Education Assessment Feature



Professor: Dr. Rebecca Harris

Class: ENC1101

COM

CT

Dr. Harris is a Professor of English on the Thomas Edison Campus, where she teaches Composition & Rhetoric and Cornerstone. Her areas of expertise are Rhetoric & Composition, Writing Pedagogy, Digital Rhetoric & Pedagogy, and Women's and Gender Studies.

Overview

In most of your college courses, and especially in your major, you will be composing projects that contribute to an ongoing discussion in an academic discourse community. The types of sources and style that are appropriate to one discipline may not be appropriate for another. For example, direct quotation of secondary sources is very common in humanities disciplines like philosophy or literary studies, but in the natural sciences, succinct summaries of relevant secondary sources or studies are among the most common forms of source integration. As you become skilled at writing in your chosen discipline or major, the norms of the academic discourse community you are joining will become second nature. When you are first starting out, however, these norms can be confusing, just like the rhetorical academic moves we have been practicing this semester were difficult at first.

The purpose of this assignment is to research the academic discipline or subject area you will target as your audience for the major research project for the course. You will learn about the academic discourse community you are going to participate in when you conduct your major research project. For this assignment, you will use the *Guides to Writing in the Disciplines*, the internet, and FSW's library resources in order to conduct research about the style, organization, substance, and research practices of the discipline/subject area of your choice. This assignment will help prepare you for the "scope" section of your Research Question and Plan, as well as the Research Bibliography and Academic Research Essay, two of the most significant assignments for the course.

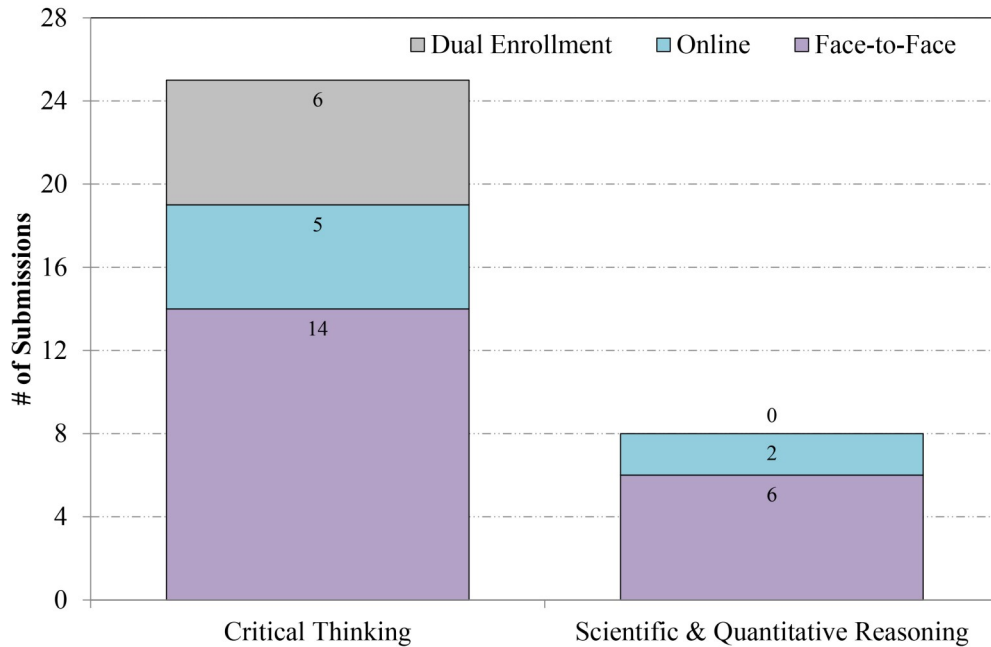
Process

The first step in this assignment, after you have read the "Research Question and Plan" assignment carefully, is to determine the subject area or discipline you will choose to target for your major research project, which will include the question/plan assignment, a research bibliography in MLA format, and an academic research essay. Next, you should read the discipline or subject guide for your chosen area (see Canvas page). For example, if I want to research the topic of stem cell therapy from the perspective of the biological sciences, I would want to read the discipline guides for biology and for scientific writing. If I were writing about the topic from the perspective of medicine or the health professions, I would want to read the discipline guides for scientific writing as well as Applied/Health Sciences.

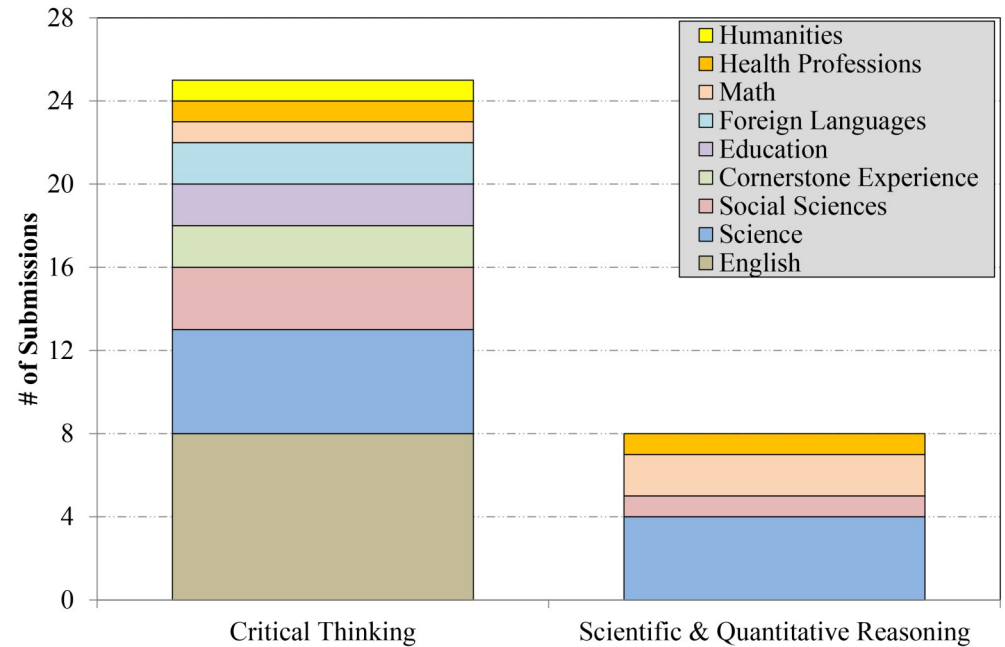
After reading the discipline/subject guides provided to you for the course, you will then conduct internet research of your own to learn more about how to research and write in your chosen academic subject area or discipline. You will also examine the FSW databases relevant to your subject area in order to browse the types of resources available to you when researching and composing in the academic discourse community you have chosen. For instance, if I were writing about stem cell therapy from the perspective of the biological sciences, I might want to look at the databases under "Science" to help me figure out where to find sources that other biologists or scientists would understand as credible research. Finally, once you have conducted research about the conventions of your chosen academic discourse community, you will compose an essay that defines, summarizes, and describes the style, substance, and research practices of your chosen discipline or field.

General Education Assessment Submissions

General Education Assessment Submissions (AY 2016-2017) by Modality



General Education Assessment Submissions (AY 2016-2017) by Discipline



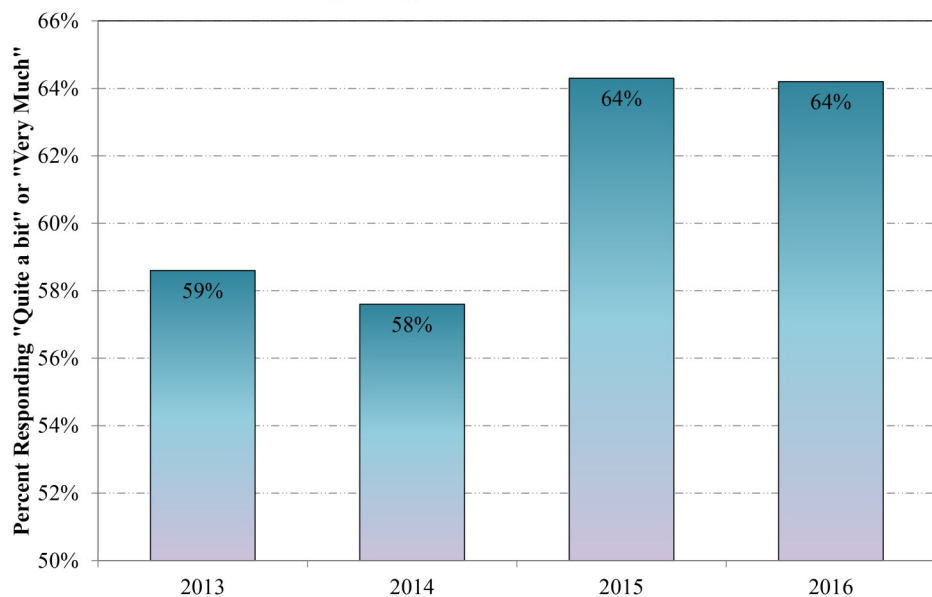
At the beginning of the 2014-2015 academic year, FSW's Learning Assessment Committee (LAC) initiated a revised assessment of the General Education Program for all five General Education competencies as a pilot study. In 2015-2016, members of LAC identified the "Communication" competency as the focus. As the new General Education competencies are still in transition, the LAC has now identified both "Critical Thinking" and "Scientific and Quantitative Reasoning" as focuses for assessment until implementation of the new competencies is complete.

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

The two figures indicate the number of volunteer General Education CT and QR submissions as of November 14, 2016, disaggregated by modality (face-to-face, online, dual enrollment) and discipline. LAC asked all full-time and adjunct faculty to submit artifacts that, in their opinion, represent attainment of "Critical Thinking" or "Scientific and Quantitative Reasoning". Thank you to those who have responded by sending in submission forms. Your contribution to the study is important, and the LAC appreciates your participation and continued support.

Student Response to "How often have you received prompt feedback?"



Each year, FSW administers the Community College Survey of Student Engagement (CCSSE) as a means of measuring student engagement. One question focuses on prompt feedback received by students. The item asks each student "...about how often have you received prompt feedback...?". The results exhibit the estimate of the student's view of faculty's promptness in providing feedback. These results indicate an improvement of 5-6% beginning 2015. Of note, the QEP Assessment Subcommittee released a "Did You Know?" newsletter in February 2015 focused on performance feedback. Check out www.fsw.edu/fye/qep/assessment to read archived newsletters.



Dr. Lisa McGarity,
Chemistry Professor



Dr. Lisa McGarity began her long career at our institution by teaching at the Thomas Edison Campus. Then, she started the chemistry program at the Charlotte Campus before finally settling at the Collier Campus shortly after it opened. She has served FSW as the College-wide Faculty Senate President, Collier Faculty Senate President, Calendar Committee Chair, Phi Theta Kappa Advisor, and many other industrious roles. Dr. McGarity's passion for the sustainability movement has become a Collier Campus Green Fest, where her alter ego, rap artist "Dr. McGreen," performs for the students while they peruse student exhibits that promote the science of living a green lifestyle. Dr. McGarity was honored with the Auguste Rodin Award for her work to bring the public transit system to our Collier Campus and South Naples at large. She was born in Montana, where she returns every summer to run at high altitudes to pursue her favorite pastime, long distance running.

The Learning Assessment Committee wishes the FSW community a Happy Thanksgiving!