2012

to

2015

Degree Qualifications Profile in Oregon Year 1 Work Plan Progress Report 2012-13

Eastern Oregon University

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EASTERN OREGON UNIVERSITY

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Institutional Characteristics

Eastern Oregon University (EOU) is the Oregon University System's (OUS') smallest public liberal arts university, serving 4,200 students. Its mission is to serve students in the eastern region of the state, an area approximately the size of Pennsylvania. In addition to providing undergraduate and graduate degrees *on campus*, EOU serves students in rural regions of the state and beyond through two additional program delivery modalities—*on site* degree completion programs at four partner community colleges, and *online* degree completion programs offered through fifteen regional centers and eight community colleges throughout the state.[1] EOU offers online liberal arts and sciences, education, and business administration baccalaureate degrees as well as online Masters degrees in education and business and a low residency Master in fine arts.

Year 1 DQP Work Plan Goals and Objectives

EOU's participation in the Oregon DQP represents a significant effort to identify and coordinate a key assessment activity in Written Communication over three years. The *2012-15 DQP Work Plan* provides a phased map for institutional, horizontal, and vertical goals to 1) develop discipline-based criteria for assessing written communication within the institution's General Education and Degree programs, 2) align the criteria for discipline-based written communication across OUS institutions through the OUS Learning Outcomes and Assessment group, specifically OSU for purposes of this grant, and 3) determine benchmarks in written communication to facilitate transfer from community college to university by leveraging current work with community colleges beyond the WICHE Passport Initiative (2011-2013).

Progress to Date

a. Describe your progress toward achievement of your Year 1 DQP goals and objectives.

During this reporting period, EOU has maintained focus on the Written Communication learning outcome in order to further the work of developing a sound Writing Across the Curriculum assessment program rooted in connections between assignments and discipline-based qualitative learning outcome criteria (in written communication).

EOU has piloted a successful approach for engaging General Education, History, Mathematics, and Communications faculty in the dialogue required for development of program-level criteria for assessing Written Communication. To date, General Education has completed the data gathering phase of assessing the Communication learning outcome using faculty-developed qualitative criteria, and History, Mathematics, and Communications faculty have engaged in two discipline-based dialogue sessions with the expectation of submitting their qualitative criteria rubrics by March 8, 2013.

To support the work of program faculty, a Student Focus Group comprised of Capstone students in the aforementioned disciplines dialogued with Writing Center tutors about

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[1] EOU maintains fifteen Regional Centers throughout rural Oregon. On site degree completion programs are maintained through partnerships with Treasure Valley Community College, Blue Mountain Community College, Mount Hood Community College, and the Southwest Oregon University Center.

writing expectations for their respective capstones. While the student dialogue confirmed much of what faculty identified as valued written communication criteria within their respective disciplines, it emphasized students' need to have expected criteria made explicit and consistent with academic standards in the disciplines and relevant to real-world industry standards in order to prepare them for careers related to their degrees.

b. Describe unanticipated opportunities and challenges, if any, you encountered in implementing your Year 1 DQP Work Plan.

The opportunity to incorporate a Student Focus Group into the DQP work plan presented after the three groups of disciplinary faculty had begun piloting the hermeneutic dialectic process. Writing tutors requested an opportunity for dialogue with Capstone students, and the potential for adding student voices to the process became apparent. As with the work done with faculty to identify criteria pertinent to development of assessable disciplinary UWRs, assembling these Capstone students was in the purview of work the Writing Center would have engaged in absent the DQP project.

Participating faculty were asked to recommend students who were currently or had recently engaged in Capstone work. A Human Subject Form was submitted to the Institutional Review Board and the focus group was deemed exempt. One student or alumni from each representative discipline was invited to participate in the one-hour focus group. A short list of questions was prepared in advance in order to assure that discussion would focus on student understanding of faculty expectations, and additional questions were generated in the course of the gathering, following the hermeneutic dialectic process identified for faculty discussions.

The greatest challenge we have encountered has been rebuilding rapport with faculty when the origin of the DQP project has been questioned. While the process adopted for working with faculty and students has worked smoothly, faculty have resisted any work that might be construed as motivated by non-education outsiders. With an understandable desire to maintain local control of curriculum, some faculty view projects such as DQP as suspect.

c. Describe insights and lessons learned, if any, from your work to date with the DQP.

Faculty are genuinely interested in improving pedagogy and providing students with the highest quality education possible. Faculty are also curious, a mark of lifetime learners. The three groups of disciplinary faculty collaborated in the selected process and, without exception, expressed satisfaction that the sessions had been productive time expenditures.

Two important lessons have been learned this year. The most profound lesson has been the necessity of informing and involving faculty from the inception of a project such as the DQP. Withholding or delaying information from faculty in a project such as this is a recipe for failure. Energy expended in controlling damage resulting from minimal communication exceeds that required to inform stakeholders in advance.

d. Describe any adjustments, if any, made to current or future work plans resulting from those insights and lessons learned.

EOU has had to slow down addressing the DQP Profile with multiple program faculty due to time constraints in completing the work by March 1. Faculty in Communications are willing to engage in conversation during Spring 2013 to discuss the most efficient programmatic approach to gathering degree profile elements and definitions that will

1. fit within the current framework of general education, degree program, and university level outcomes, and
2. enable programmatic articulation of benchmarks for the horizontal and vertical work of the Oregon DQP Lumina deliverables.

This program-level work will commence in Spring term 2013 and may result in a programmatic degree program profile template that is usable across the university for the academic program portfolio as well as for marketing.

Reflections

a. What influence, if any, has your work with the DQP had on degree or program outcomes?

- Be clear about the valued criteria for Written Communication in the discipline.
- Be explicit about what is being measured and why it is important.
- Be explicit about criteria—behaviors, approaches, and habits of mind— inherent in the learning outcomes.
- Be sure learning outcomes are program-based rather than personality-based in order to support scaffolded programmatic expectations for student writing in the Capstone.
- Plan learning outcomes as a natural consequence of activities and assignments rather than as add-ons to them.

b. What influence, if any, has your work with the DQP had on teaching and learning?

While it is early to expect results from our DQP work, we expect to begin seeing disciplinary UWR criteria introduced to students later this year. Interestingly, students, including writing tutors, will likely be the first to recognize similarities and differences in cross-disciplinary UWR criteria.

c. What influence, if any, has your work with the DQP had on assessment of student achievement?

Once program faculty in History, Mathematics, and Communications submit their University Writing Requirement (UWR) rubrics to the Writing Center Director, Dr. Evans will engage these faculty members in an assignment workshop during Spring 2013 with the aim of implementing a pilot UWR assessment in these disciplines during 2013-14. Only then will it be possible to begin setting a baseline for student achievement of EOU's UWR.

d. What assistance would you like to receive to achieve your Work Plan objectives?

It would be helpful to have funds disbursed to an institutional grant index at the beginning of the second year so as to facilitate faculty work on the grant in real time and with appropriate incentives.

e. What recommendations do you have to improve the DQP as a framework for practice?

EOU will be engaging this dialogue with the Communications faculty in Spring 2013. For now, there are definitional problems in the cross-walk from AAC&U's essential learning outcomes, which EOU has already created an institutional framework for, and the DQP. Once we work with the Communications faculty to create a degree profile template that adds some missing DQP elements to EOU's framework, EOU will come forward with specific recommendations for a leaner DQP profile that better accommodates institutional variations.

Lumina Grant Deliverables

a. List Degrees, programs, or learning outcomes currently under review or planned for review as part of the DQP project.

The Written Communication learning outcome is currently under review in General Education, History, Mathematics, and Communications.

b. Describe current or planned engagement of faculty in the DQP project.

Faculty from History, Math, and Communications were invited to participate in two meetings each toward the development of discipline-specific qualitative criteria for the existing quantitative UWR framework. The process employed to facilitate each meeting, hermeneutic dialectics, has been adapted from Bob Broad's Dynamic Criteria Mapping. This method has proven effective in engaging faculty in productive conversations about valued criteria in disciplinary writing. In the first meeting, Dr. Evans asked prepared questions followed by others generated from responses from faculty. Dr. Witte recorded conversations on a digital screen for all to view. The script was delivered to faculty participants following the first meeting, and they were asked to develop a map or rubric that best represents their writing values before the second meeting.

In the follow-up meetings, each person presented a map, rubric, or organized list. Conversation that resulted from these presentations were recorded as in the first meeting. Faculty are currently collaboratively engaged in finalizing disciplinary criteria for lower-division and upper-division UWRs.

c. Describe the use, if any, of spider web maps in current or planned DQP work.

Communications faculty may engage the spider web map at the course level during pilot work on the degree profile in Spring 2013. As the work progresses, EOU will check in with Oregon DQP Coordinators with updates on creating a tutorial for engaging faculty in this aspect of the work.

d. Describe current or planned involvement, if any, by students and advisory committees in the DQP work.

A Student Focus Group was organized to discuss disciplinary work on Capstones, the culminating project in a major. (See Progress to Date, letter b, for more information.)

Concluding Thoughts

Organic administration of the grant has been frustrating. To better prepare for year two work, and if the aim truly is to accomplish horizontal work, institutions need a clearer set of operational instructions and facilitated work groups across institutions to accomplish tasks.

At the institutional level, organic processes for engaging faculty have been effective, local, and specific to disciplinary programs. In anticipating the horizontal work of comparing or aligning multiple local outcomes from Year 1, it is anticipated that difficulties may arise in trying to align the same disciplines who have developed different core learning expectations for their students (in writing, math, communications).

It is unclear at this time upon what basis institutions are being compared and why they are being compared.

Appendix A

DQP Workplan 2013 Timeline
Phase I
January
Weeks 2 & 3
3 separate but concurrent meetings w/ Donna Evans: COMM, MATH, HIST
--Build language for qualitative UWR Rubric using framework of existing quantitative criteria
--Document conversation (Sarah)
February
Week 1
3 separate but concurrent meetings w/ Donna Evans: COMM, MATH, HIST
--Refine rubrics
--Document conversation (Sarah)
Week 2
1st Focus Group Meeting w/ Sarah: COMM, MATH, HIST
--Using DQP as critical lens for viewing EOU Bachelor's degree
--Document conversation (Donna)
Week 3
2nd Focus Group Meeting w/ Sarah: COMM, MATH, HIST
--Recommendations for articulating EOU's profile for baccalaureate degree
--Document conversation (Donna)
Week 4
Meet w/ Ron Baker—DPD Group, UWR Groups, GEC group, and Focus Groups

Joint Student Focus Group/Writing Tutor Staff Meeting w/Donna
--Student panel on disciplinary capstones: COMM, MATH, HIST
--Discuss student perceptions of how refined UWR rubrics would/might have influenced capstone process
--Document conversation (Sarah)

March
1st of month Activity Report due to DQP (Sarah)

Phase II
April
Week 2
Assignment Workshop w/ Donna: COMM, MATH, HIST
--course identification and assignment design based on discipline-based rubrics
--Document conversation (Sarah)

Phase III
September Orientation
Implementation of UWR discipline-based rubrics w/ Donna Evans: COMM, MATH, HIST
--Protocol for Fall Assessment
--Document conversation (Sarah)

December
Week 1
--Data Collection, Data Analysis, Closing the Loop w/ Donna & Angie
--Document conversation (Sarah)

Appendix B
History

DQP Meeting #1
UWR HISTORY PILOT

I.   What role does writing play in studying history? (teaching or studying?)
    Text driven discipline
    Why is writing valuable to history?
    Way historians communicate with one another, way scholars communicate
    Way to discover past
    Way to create and produce past and scholarship
    To do history you have to write
    We teach them that narratives are created and produce knowledge in the discipline
    Writing is process of producing knowledge
    Texts are typically written

II.   What discourse forms?
    Scholarly Monograph
    Language of discussion, conversation
    Book review
    Journal articles
    Essays
    These are forms we teach them to write
    Discourse forms equate to kinds or genres of writing?
    Yes, tools we want students to read and write
    Photos—are also discursive forms, but not connected per se to our curriculum
    What conversations do people in a certain field have about history? Might be different in gender studies than disciplinary historians, or American studies, etc. what we do with curriculum and what we do w/ uwr, students engage in more sophisticated work as far as capstones, but mostly expository type writing

III.   What do you value in the writing you want your students to do?
    Form or content--?
    Proper grammar and sentence structure/boundaries
    Conceptually build an argument
    Make claims and support w/ evidence—basic building block
    Both upper and lower division writing
    Presenting of complete ideas
    Express complete ideas in a sentence e
    Logic
    Enter historical conversation and communicate after interpreting evidence (primary source) in context of scholarly evidence
    Ability to summarize, distillation of information
    Create own idea, independent thinking vs. neat and empty
    Critical thinking demonstrated to produce something original
    Ability to make connections between various knowledges

Ability to cite sources—chicago style
Coherence
IV. at point of graduation
Original
Process of editing, ability to utilize peer review
By capstone, expect revisioning
Capstone has changed—used to have traditional thesis, now there are different paths: teaching portfolio, website development, public history—value a variety of genres
Students are aware of audience and structure reflects this awareness
V. types of writing students in History do?
Abstracts
Essays
Monographs
Critical, Analytic, reflective essays
Web –based texts
Visual
VI. next steps: criteria map for uwr outcomes
something that supplements uwr and makes it easier to assess uwr in history
how the criteria apply to lower division, how they might expand for upper division
make a map , use terms you invoked here
think about active verbs—what students demonstrate
individually create something first; next time, we'll talk about where they overlap and what you'd like to do –what you value—as a program

Example 1—History

Qualitative Criteria for UWR
(Supplement uwr and make uwr assessment easier in history)

Texts—Secondary and Primary Sources (Evidence)—I based all of the writing goals on an assumed relationship to texts of some sort.

1. **Inquiry into evidence (Critical thinking)**

Criteria for determining students' inquiry:
Can they summarize and identify: What the author is saying
Who the evidence produced by/for
Why source produced/When (context)

Form: Abstracts at LD and UD; textbook chapter outlines; document workshops[2]
Mechanics[3]: Basic one-source citation; direct and indirect reference; paving language (voice distinction).

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[2] All of these forms would also include possible 'free writing' or in-class writing work.

2. **Synthesize or Connect**

   Criteria for determining students' connecting and/or synthesizing:

   Can they organize a piece of writing that draws on more than one source. Basic compare/contrast to identifying more complex relationships between sources, to synthesizing a number of sources within a broad theme, context, etc. (assumes ability to summarize/identify argument)

   Form: Essays, from short compare/contrast at LD to historiographic essays at UD; document workshops
   Mechanics: Multiple citation; strong paragraph-level organization; expository essay form; strong topic sentences; paragraph transitioning; reference use.

3. **Create own ideas through writing/reading** (Higher order inquiry)

   Criteria for determining independent thought and interpretation:
   Does student make a (historical, interpretive) claim based on a source and coherently state that claim?
   Does student explain how a claim is logically supported by the source?
   At UD does student develop a sustained argument?

   Form: Critical film and book reviews; primary source analyses; Term paper and extended expository essay; research project prospectus
   Mechanics: Multiple citation; sustained organization of ideas; full development of individual components of argument; developed connective thinking; consideration of alternative interpretations; transitions between paragraphs; extended reference analysis and interpretation.

4. **Revise written work**

   Criteria for determining revision work:
   Does student significantly rework content in terms of organization and argument development?
   Does student identify parts of argument that can be developed? Or that are logically problematic?
   Does student return to sources to further interpretation or analysis of material?

   Form: Any assigned piece that includes revision as part of grade

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[3] At all levels there is an assumption that students can/should/will write with minimal sentence-level error as well as basic control at paragraph-level. A bold assumption, but….

DQP
History Meeting 2 notes

Individually developed criteria maps
Introduce map/rubric and why you chose what you did
1.   Ryan dearinger: what do I look for in ld and ud
Distinguish between upper and lower division sources
Designed to allow students to explore sources and make connections betw sources
Write an abstract, ask what is the major point of the article, major points of arguments, synthesize historical evidence
Look at evidence and through critical/analytical thinking to marshal thoughts, but in ld evidence would be marshaled to support an argument in a specific assignment
HIstsee handout
Ld students are encountering conventions for first time
Ud students should regularly be producing original work/independent ideas
Question: synthesize means summarize—one or multiple? In ld summarize is emphasized
In textbook chapter, multiple is built in, so synthesize may be used in a discipline-specific way
2.   Rebecca Hartman:
How best to organize—indivdual maps complement one another
One piece of information to guide—to supplement uwr and make it easier in the discipline
Started w/ evidence—everything links to evidence, primary or secondary sources
Four broad themes—see handout
Increasing sophistication—making claims and supporting claims through evidence
Inquiry into evidence—summarize, rephrase, distil
Historical context tied to form writing would take
Can they recount what they read?
Mechanics included in all levels including citations and direct/indirect references
Can they distinguish between their voice and voice of source they are referencing?
Can they organize multiple-source reading in a piece of writing?
Ud is more complex organized under themes , etc.
Interpret and develop own ideas in context of their writing
Non-obvious claim coherently stated and supported
Logical development of idea in a sustained argument
Support and develop claim through use of evidence
Primary-source analysis
How is revision built into assignment to facilitate assessment?
Revision means to reorganize, ability to identify what they are arguing
3.   Nicole howard:
I don't separate ld and ud
Pulled up a rubric I use in uwr
My expectations were recalibrated

Making argument
Marshaling evidence in support of argument
Scaffolds up, but at every level, expectations are clear w/ scale indicating student mastery of expectations
Sophistication changes, but expectations don't
Helps them see how things are built
Use of direct quotes—prepared in class for how to handle documents—but develop question for week in class
Scholarly response to question asked
Not opinion-based responses

Question: are we using different language to say the same thing?

Rebecca and ryan gives the question, vs. Nicole helps them develop question
At an upper division, they develop their own question(s)
Ryan evaluates them on how they pose questions on their own
Not all students answer the same prompts regarding a document
Collaborative writing—runaway slave act, for example—how would it be used in a two-paragraph essay?

Question: language used to evaluate writing
Assignments may not be the most important factor
What criteria crosses boundaries from assignment to assignment to further goals you have for students in history
Thesis
Argument
Use of evidence
Logical use of evidence
Workshop, short essay, various genres of writing—
Where are the overlaps on what can be easily agreed upon?

Why do we have to create cookie-cutter box? Many different shapes are possible—criteria underlie multiple pedagogies—about what we want students in history to be able to do

Small group work to develop common criteria:
Is this what we want for qualitative outcomes for uwr
Ability to summarize
Ability to develop an argument in writing based on evidence
Synthesize a variety of scholarly sources and think about them critically
Mechanics—mastery of academic writing—syntax, spelling, sentence boundaries, etc.
--sometimes this criteria is seriously compromised—online students can struggle most w/ mechanical deficiencies that make it difficult for them to succeed.
Logical argument
Discerning good sources from crap

Research in the context of writing—identification of credible sources
Locating and evaluating scholarly sources
Scholarly vs. non-scholarly sources –assignment driven? Leave it out
Rebecca's #3 & 4
A value to explore the evidence w/o asking them to make an argument—
Revision has to play a role
Hope to do more revision at the lower division
Talk about peer review—2x a term have students do a paper exchange to review—goal is that students become familiar w/ process and apply to their own writing—creates impression that they have more time to do an assignment
Invite tutors into classroom as an option
50 minutes not enough time to write and do something with it
Some structural impediments to developing students as writers—i.e. we need a semester system so as to do more w/ development of knowledge skills

Proposal:
Would like to finish this in a discipline-specific set of criteria
Next steps: history could talk about it and will share as a google document
Narrow the gateway to the major? Pathways appropriate to mastery of skills? Liberal studies?

Example 2--History

Rubric for unit papers   Professor Howard

	10	9	8	7	6>0
THESIS	Easily identifiable, plausible, original, insightful.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears unoriginal, or offers little that is new; provides little around which to structure the paper.	Difficult to identify and may blend restatement of obvious point.	Has no identifiable thesis or an utterly incompetent thesis. Shows obviously minimal lack of effort or comprehension of the assignment.
STRUCTURE	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Generally clear and appropriate; may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without topic sentences.	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.	No evidence structure or organization.
USE OF EVIDENCE	Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated.	Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated.	Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.	No attempt has been made to incorporate factual information or interpret primary and secondary sources.
LOGIC AND ARGUMENTATION	All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis	Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.	Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.	Ideas don't flow, usually because there's no argument to support. Simplistic view of topic, and no effort to grasp possible alternative views. Very little or very weak attempt to relate evidence to argument.	Too incoherent to determine.
MECHANICS	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences or comma splices.	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice.	Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices.	Huge problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices.	Very difficult to understand owing to major problems in mechanics.

Appendix C
Mathematics

DQP
Math UWR Pilot—primary UWR is capstone course, also Math Modeling (project based)
Meeting #1

I. **What is your definition/description of why writing is important to the study of Math?**
   - Mathematicians write in a special way—proof-writing to describe mathematical processes
   - Students—what logic or processes they work through to get to a particular result
   - Write down what your brain is doing
   - Precision is involved
   - Careful articulation of thoughts
   - More picky—it has to be perfect (not grammar/spelling, but steps of logic)
   - 5,000 words: what's a word? Do symbols count? Sentences can be turned into quantifiers

   What counts as writing in Math?
   - Make sure students do capstone, which is more traditional journal type writing
   - Math modeling is optional
   - Require students to take WR 122 (ld uwr)
   - Plans: propose UWR status for some specialized ud courses that don't carry traditional writing

II. **What kinds of writing are valued in ud math courses?**
   - Earliest level of course—definitions of concepts (i.e. algebraic "group")—prove certain statements through paragraphs that follow from hypotheses that are equivalent to a definition
   - Drafting process is valued
   - Training in reading and style/genre of proof writing

III. **What words do you use to describe characteristics of valued criteria?**
   - i.e., elegant solution (unique to math)
   - organization of argument
   - clarity
   - precise reference to relevant definitions/theorems
   - appropriate application of definitions/theorems
   - proper use of notation—using right quantifier
   - documentation style—journal standard (AMAA, & American Mathematical Society?)
   - revision process employed
   - completeness w/ solution
   - logical flow to argument
   - concise (relevant)

[in math, limit length of writing to only necessary language? When student answers a Q that says "prove," expectation is student will not include details that aren't part of logical argument]-[align word count w/ pedagogy]

- Symbols = many words/language of symbols is a language system
- Preparing students professionally to enter the math community

IV. **Do you ever struggle to define what you like/don't like in student writing about Math?**
- Bother to state the obvious
- Reader-based prose vs. writer-based prose

V. **Anything that we haven't covered?**
Good thought experiment to go through this process

VI. **Next steps**
Assignment: organize criteria (III) in a way that makes sense to you personally (individual). This could be a rubric or a map—Broad's Dynamic Criteria Mapping (hermeneutic dialectics) begin w/ questions—process of question asking. Understand what's going on disciplinarily in Math so as to capture what you really value in your students' writing. No need to be linear. What's important to you?
- Organize criteria in assessing ud uwr
- Can refer to sample map (handout)
- Can refer to LEAP VALUE Rubric—don't have to use
- Can use WPA handout as reference
- Next week, bring map with you

Thank you for your participation!

MATH DQP/UWR Meeting 2 Notes
Response to exercise? Need more time
Something we can look at?

1.   John Thurber:
Goals for uwr are strictly upper division, though lower division can be imagined at introductory level to be reading skills
See handout, structured by performance level—early/middle/later

2.   Amy Yielding:
Goals for uwr—what do I expect?
Demonstrate . . . see handout
Use of laytek simulation important to the discipline—technological proficiency

Next Step: Collaborative agreement on what you would like to see included in a UWR qualitative criteria rubric, something useful for all professors in Math where you could programmatic ally review UWR in MATH.

Start w/ end goal (John's)

See table on next page.

Qualitative Criteria	1 Early	2 middle	3 later
Definitions and theorems	When to apply within calculations	Precise and relevant reference to	
Types of proofs	Recognize	implementing	mastery
Conventions See john's middle steps in handout	Use of right symbols in calculations		Use of right symbols in arguments
Revision Process by student or professor	Knowledge of variety of symbols used in a proof	Ability to identify missing support of proof's conclusion	Ability to analyze any computations needed within the proof
Support – use of evidence—oral skill?	Ability to justify sequences of steps in a calculation		
Technological competency (LaTeX)	Create something,	Basic formatting and typesetting mathematics	Appropriate for capstone : complete document w/ English and mathematical symbols

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Mathematics Writing Criteria (John Thurber)

Goal: to characterize the writing done in MATH 382, 344-445, 311-412 in such a way as to facilitate assessment of student progress toward UWR goals.

Early steps:
- appropriate application of definitions/theorems
- training in reading and style/genre of proof writing
- revision process employed

Middle steps
- precise reference to relevant definitions/theorems
- proper use of notation

- using right quantifiers
- completeness w/ solution
- logical flow to argument
- concise (relevant)
- reader vs writer voice – adjusting the level of detail to the intended audience.

Later steps – This is largely continuing refinement of skills introduced at earlier levels:
- elegant solutions (difficult to characterize?)
- organization of argument
- clarity of exposition
- documentation style—journal standard (AMAA, & American Mathematical Society?)

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Math UWR Criteria (Amy Yielding)

Appendix D
Communications

DQP Pilot
UWR—Communications
Session I
2.12.13
April Curtis and Xiaowei Chen

1. After dialogue today, work individually to create a map based on criteria you talked about today.
2. To begin, why is writing important to the study of communication?
    - Triangle of reading, speaking, and writing are together
    - Pen to paper and getting up to speak in front of audience and reading something creates a synergy
    - Even in public speaking, quite a bit of writing, reading, speaking
    - Writing, reading, speaking depend upon one another
    - Outlines and synergy of speaking—kinesthetic, oral, and visual learning
    - Important triangle in communications field
    - Chen
    - Writing is to reaffirm tradition of printed word, common value as human beings in written word
    - Writing necessitates thinking deeply about something; speaking makes thinking more coherent and disciplined
    - Value writing to grow up a human being
    - (cf. Kenneth Burke and Evolution of Man)
3. What are the discourse forms in Communications?
    - Conflict Mgt.—discourse forms have to do with small group communication
    - Scenario development of conflicts in written and performed forms
    - Description of types (red, blue, green, yellow types) in business that are coded by color
    - Students develop lists of who they might be and who most in conflict with?
    - After types w/in set of ideas, then put into office setting and determine which best for mgrs., who for HR, who best for business oriented (marketers, etc)
    - Performance, reading, writing, and scenarios in the Conflict Mgt. class
    - Many genres
    - Talk to each other
    - Group speaking about content together—meaningful discussion
    - In-class citation—before each chapter, 3-4 students prepare major concepts and speak to them by citing content in chapter in their own language
    - Presentation, performance, writing are all discourse forms used
4. What kinds of writing are valued in your discipline?
    - Stories of personal experience that relates to everyday life
    - Interpersonal communication and about diversity

- Essays about personal stories especially as it applies to theory
- COMM 111—chose play, movie, book, lyrics and identify conflict in terms of interpersonal conflict within these genres
- Methodologies for dealing w/ conflict are used to unpack conflict in these genres
- Solve conflict using inter-personal communication techniques
- Adopt persona of mediator
- Essay form used to solve problem (8th week)
- Essay form interview-based on 15 questions; answers to identify interpersonal skills
- Learning about and using skills for interpersonal communication, identifying conflicts, and problem-solving life

5. Important elements in writing in discipline?
   (words, phrases)
   - Narrative—precision of word choice—by writing you learn to choose right word to describe what is around us in an accurate way
   - Precision is a valued crition
   - Structure is important in speaking and writing
   - Public speaking
   - Research
   - Persuasive
   - Internet sources
   - Interviewing experts
   - Survey—20 questions to 20 students
   - Speech "Day I was Born"
   - Newspapers
   - Commemorative speech—interview, narrative, persuasion, commemorative, informative
   - In UWR, we want persuasive writing
   - Speaking elements are often writing elements
   - Logical presentation/structure
   - Demonstrate ability in dialectic thinking
   - How can you make this statement? No thinking in a vacuum—dialectical
   - Reflection
   - Reflecting as a way to learn
   - Highly verbal, use writing to get us to verbal part
   - Writing to organize thoughts
   - Writing to generate ideas for wide audience

6. As you identified elements of writing, I wondered if you explicitly use rhetorical terms?
   - No, don't really
   - Ethics course may use rhetorical terms
   - Close relationship between study of rhetoric and communication
   - Ethos, logos, pathos
   - Rhetorical technique, logical syllogism to identify common ground

- Making arguments that are logical
- Public relations—they are asked to research syllogism to employ this rhetorical technique

7. What do you value in assessing writing in Communication?
   - What do we think constitutes good writing?
   - What do you look for to determine if it meets your expectations?
   - Strong paper must have paragraphs—structure
   - Structure/Organization
   - Break down your thinking—show me the structure
   - Paragraph
   - Words
   - Organization
   - Depth
   - Multiple viewpoints
   - Personal voice
   - Research that ties in to the learning—understanding of the research
   - Family-work-relationships—writing and research and statistics around conflict and analysis of a family
   - Narrative
   - Research
   - Statistical information
   - Personal
   - Big picture – research – personal movement in teaching and student learning
   - Passive to active learning
   - Preflection and reflection bookend writing in each class
   - Analysis
   - Personal anecdotes
   - Human communication predicated on heart, head, soul

8. If a student came in to WR Center, tone of piece needs to be much more personal? Voice needs to be apparent from writer?
   - Lower level writing classes in discipline, yes, but may be a personal preference
   - Papers usually have something about the self
   - Life is testimony of your understanding of something
   - Reflects back our life
   - Look at speeches of Obama, McCain—interpersonal work done by writers—books always go to the personal
   - Human oriented
   - Mass communications class—writing is about a scientific process
   - Other communications classes, each human unique and writing recognizes this in the discipline

9. What words do you use to describe Characteristics of valued criteria in written communication in your discipline?
   - Persuade

- Convince
- Ascertain
- Characterize
- Cogitate
- Relationship
- Instinct
- Four principles of communication: irreversible, contextual, complicated,
- You can't not communicate (visual, non-verbal, body language, etc.)
- Perceptive in writing
- --i.e., shows that they can understand the circumstances of something that happened—action, behavior, speech event in a bigger context—they understand why they do this
- Listen, gather information, create

10. Do you ever struggle to identify what it is that you like or don't like in a piece of writing?
- Ask students to provide evidence for "I believe"
- Evidence is important
- Interpretation is important—not necessarily proving
- Creativity and interpretation
- Original approach, understanding
- Information interpreted and presented in a unique, original, creative way
- Creating/reimagining new interpretation of past events
- New ways of seeing things
- Awareness
- Sensitive to complexity and controversy
- Incorporate opposition in deliberations within arguments—that's perception of contradiction in life

- We've talked about larger issues of an assignment, but not some of the things UWR deals with. Tonight, will set up a google.doc, and will send this document to you as a starting point.
  - Add words if you like
  - Make a map for entire discipline—can divide lower and upper division UWR-type courses
  - Work individually at first—position important elements in clusters, bars, scatter method—visualize where important elements of criteria fit, and what supporting criteria are there. These could be rubrics, or could be visual.
  - Eventually, dialogue together to produce a discipline-based assessment tool to be used by your discipline—can be modified at any time, but they will live on the UWR site

Map, rubric, etc, that your discipline could use to provide an assessment for UWR

DQP Pilot
UWR—Communications
Session II
2.19.13
April Curtis and Xiaowei Chen

11. Today we'll focus on what you discovered (individually) about upper division UWR criteria and what you'd like to compromise or make revisions on (together)
Observation: April mostly teaches lower-division, Xiaowei mostly teaches upper division, and upper-division are not yet UWR designated (i.e., the PR class needs to be designated UWR and taken through the EPCC process
Recommendation: Consider how you would scaffold lower-division to upper-division UWR
   - Right now, program is looking at newly created courses with the online instructor to ensure students at a distance are getting the same kind of quality
   - Program is in a good position to look at this material
   - Program faculty looked at lower-division and upper-divison and things they do and whether courses could be UWR and fit the criteria.
12. How did you organize the criteria? (April Curtis
   - Started with the triangle idea (speaking, reading, writing) and how they work together in a synergy, as most folks think of Communication as verbal
   - Then took courses and considered discourse forms, type of writing, and elements that constitute the main focus of the courses—see brochure, p. 3
   - Then considered the characteristics of valued criteria, positioning the self within the communication context—see brochure, p. 4
   - Then considered how WR Center might support the needs of COMM students— see brochure, p. 5
   - Began this sequence of thought by first asking what the sample projects in April's LD/UD courses were—what classes? What are the characteristics of each? What do I do in class that are projects that emphasize the characteristics?—see brochure, p. 3
13. In the study of Writing Centers, they envision a square that includes "listening" to emphasize that communication is not uni-directional, that all communication is genuine dialog
   - Listening and genuine dialog important to lower-division COMM 111 and upper-division COMM courses—students gain understanding and awareness of the prompt
   - Program will incorporate "listening" into triangle to create "diamond"
   - Only COMM 215 is UWR right now
   - Reminder from Donna that the EPCC process is rooted in the established UWR criteria
14. Look at p. 3 brochure—highlight words that are the crux for each class
   - Lower-division: presentation and use of writing to clarify or make arguments are important

- Upper-division: dialectical and rhetorical techniques are important—argument and unity of opposition is important and includes:
  - Coherence
  - Logic
  - Evidence
  - Opposing evidence
  - Use of multiple perspectives

15. What criteria were most important to you? Do you have a list? (Xiaowei Chen)
- Change program mission statement to include, "we aim to educate students to become rhetorically efficient, dialectically conscious, and ethically sensitive" and will develop program mission and goals in the fall
- Discussion, debate, writing as a progression of activities
- Criteria for UD UWR
  - Dialectical thinking (multiple perspectives plus additional characteristics that "define" dialectical thinking)
  - Critical thinking (use of evidence, analysis of evidence, plus additional characteristics that "define" critical thinking)
  - Effective presentation of ideas to a community (awareness of audience, plus additional characteristics that "define" the qualities that count as "effective")
  - Intercultural Communication (needs definition of characteristics)
  - Use of ethics (needs definition of characteristics of "ethics")

  Lower Division: lower order skills are assumed in higher order UWR courses
  - Get along
  - Persuade
  - Interact
  - Self-awareness
  - Self-directed
  Upper Division: may not scaffold all of the LD skills
  - Convince others of solutions
  - Other-directed

16. Donna Evans will send program faculty article about three types of communication:
  - Transmission
  - Translation
  - Articulation

Next Step: Organize and document criteria, send to Donna Evans, cc: switte, by 5pm end of week 9.

Appendix E
Student Focus Group

Student Focus Group
DQP UWR Capstones
21 February 2013

Opening
1. Introduction of students (Math, COMM, History Capstoners)
2. Introduction of Writing Center Tutors
3. Tutors are interested in listening to you speak about the kind of writing you do for your capstones
4. Overview of DQP-UWR pilot—discipline specific criteria for writing
5. Requirements for writing in Capstones for participating disciplines
6. Tutors: Be thinking about questions to ask
7. Capstoners: ferret out differences

Q1. What did you know about the capstone before you took your capstone course?

COMM: It didn't exist yet; wanted to do a COMM Concentration capstone, so worked with faculty member to develop a process for the capstone. I knew I wanted internship because COMM program is intensive in its writing—COMM Theory and other COMM courses. How to reference these classes in the real world? Figure out how to use/apply the skills, know what you're good at. I wanted a capstone that would allow me to do these things. "No, I'm not going to do a research paper"—Iw anted real world experience.

MATH: I knew what the Math capstone was—Fall/Winter/Spring—paper and presentation components. Math is different than a lot of subjects, includes equations in addition to words. Tackle mathematical subject you hadn't done before—can you learn something on your own was one of the tasks or objectives of the Math capstone. Independent research. I knew these things going into it. I didn't know my topic, which I sorted out around December, did research in W, and S for writing paper.

HIST: I just transferred from College of ID. I stepped into HIST major in the middle of it, so I'm not completely familiar with all aspects of it. But at EOU, the HIST series leading up to the Capstone has changed—footnotes, citation, manual for Historiography class. Choose a modest research topic for capstone. Now I'm in the third part of process—research and writing intensive, 5 abstracts, 5 journal articles. Also reading intensive. I'm a little behind folks who took HIST 203, but I found a majority of work is reading and research and note-taking. What I do know about moving onto Capstone project is the writing portion of the research—take notes, make outline, conduct 20-25 page academic research paper, be willing to take criticism. Once Professor explained past and current ways of preparing students for the full process, it's better. The research process will help you in the real world doing research-based work. When it comes to writing portion, you have to be able to take a lot of criticism and adapt throughout.

Q2: What do you wish you had known about writing in your discipline before beginning your capstone work?

HIST: I was kind of aware and became more aware once I did research on capstone project itself. Once I get to the writing phase, I feel comfortable with the research.

Math: wish I had solidified a topic earlier in Fall. With Math, I knew it would be a lot of work. I had 4 books and journal articles. I picked a particularly hard subject, taking notes in spiral notebook. One thing different about Math, you used Latex—computer programing and word processing for Math—wish I had started learning that software before capstone year began. Personally, wish I had a better handle on that, though I can't think of a single class where I would have needed it until the Capstone. Pretty much what I expected.

COMM: Fine line between academic writing and writing for the masses. For the masses, it is information rich with well-formed sentences. How to effectively attract attention with my writing? Journalism courses with Professor of Journalism—he taught how to edit and helped identify good sentences. Capstone, writing press releases, brochures, etc. –the "Masses" have to pick these things up and find them interesting. In COMM, I needed to learn how to do real-world writing in my discipline. I'd pick up promotional materials for comparison. Difference between the academic approach to writing vs. getting ready to walk into the real world.

Follow-up Q: Self-generated brochures, press releases, etc?

COMM: Self-generated. Liberty Theater is developing organizational materials to promote their cause. They hadn't put together anything. Someone at a meeting showed me a trifold and I saw how I could take on this projectto create a product for the LT organization. Those were my goals, but I didn't know specifics of what I'd be taking on at the beginning.

Q3. What kinds of writing tasks or assignments were you asked to complete? Were these required or suggested??

MATH: At first looked at journal articles, one of which furnished me with my topic, so did more research in it. Those articles were assigned. But most of what we did is to understand the math we were going to explain to people, did proofs on the board. We had to understand our own topic before writing it. Produced one final paper, but it was a flexible process, tailoring process of the needs of our paper to the process we needed to use. My topic was more historically driven, so shape of sections and structure was determined by me in consultation with professor. I had a vision of what I wanted—ended up with six sections—25 pages plus equations, which broke up writing. Professor assigned paper in broad sense, but carrying it out was self-directed.

HIST: History professors are flexible with topics students choose. Mine is on prominence of NASCAR in 1990s—as long as you can find enough information and narrow it down enough for length (20-25 pp). Some of the things we do for that is once you get some primary or secondary sources, books, read, analyze, take notes, then write 10 abstracts, outline, 25+ source bibliography for capstone, annotate it. So lots of work, writing, analysis involved and inject your interpretation

of things. In a nutshell, that's where I'm at right now—compiling all that info to complete the outline. You have to come up with your own claim or thesis—it has to be something that puts thought into the claim and providing evidence to support the claims. At this point, with three weeks left in term, you should be getting close to having a working thesis statement that might possibly change before the end of it. Some of the other requirements, 10-abstracts plus comprehensive plan for completing project---professor has to approve thesis statement before you move on to capstone 403; bibliography has to be full of relevant sources; state primary and secondary sources and indicate how views have changed on the topic over the years. Pretty intense ot compile without knowing if you're moving on.

Math: My topic was non-standard analysis. In a nutshell, standard way calculus was developed, but not always the case. There have been rivals and battles in having theories accepted. So non-standard approach isn't used very often, but you get to the same places. Looking at infinitesimals—if you construct system where such numbers do exist, you can develop calculus form it. My goal was to prove some of the basic results from differential calculus using non-standard approach. Cherry-picked from four sources. Assuming you can do the non-standard, build up a system to prove [a theorem?]. I spent all Winter term to figure out how it worked, Spring something I could present.

Q4: When you started project, did you know what professors valued in your writing and whether it met standards of disciplines?

HIST: If you make a statement, you need to support it with evidence. I did that relatively well coming in. Different professors have different theories. That's the one thing I would change—get every professor in HIST to be on the same playing field, because you do have to write differently for different professors, which helps you dynamically, but it is confusing and harsh between the professors. My point is: when you write something in history, prove it, footnote it, and rebut it with other evidence is helpful, use warrants to solidify argument is good. Not all professors like you to do it that same way. Footnoting, citations, actual presentation of evidence—wish it was more universal (consistent?). Q about Turabian—some Professors want it done one way, others a different way. Ibid, for example, some professors don't want ibid, but author or brief citation of where you got it from. Others want parenthetical citations instead of footnotes. **Q: Chicago?** Book we use is Chicago Style for Turabian. Disciplines combined in the manual. When I came from College of Idaho, website had how you did things (discipline website). I understand different disciplines have different requirements, but in the same discipline of History, 80% use Chicago at my other place, but here looking for something different both on campus and online History professors.

Math: It's so different in Math—yes and no to answer original questions. Two types of writing— explanatory paragraphs. Clear, logical. More important type of writing is proof or theorem. There's a fairly universal approach with a focus on logic. We have a class on intro proof writing. After that course, and another 4 proof writing courses, it's pretty much known by capstone how to write a coherent proof. Had same professor for several classes, so knew his style. That's more the nature of math. Had to cite sources, but no standard citation style—it is journal dependent. I

did hybrid of most effective citation styles in books and journal articles I used. APA and MLA hybrid. Because there's not a standard, it's flexible.

COMM: MLA citation form—most professors like MLA, but it's not spelled out. You have to cite your sources, MLA and APA is where most end up. In one class, there was a stern lecture about citation. Some of the classes, they have to clarify types and styles of citation. In Journalism, different kettle of fish—AP press style, commas, parentheses, quotes. Have APManual. Professor goes over that, and textbook has abbviated AP style. Quality of writing—derives from strict H.S. using MLA, thesis, report-writing. I didn't face "proving" part of the writing. Boiled down to grammar for me, getting that right. Some professors were good at that, some didn't note it. As student, important that you review your work, some professors didn't see that as necessary. If a professor takes time to identify common problems, makes you review your paper differently. Grammar—I learned a lot about how to make your writing punch and look nice. Emails, I took that seriously in working with capstone clients—you want to sound professional.

Q 5: What function should peer review or tutor review have in Capstone process?

HIST: Peer review—having a peer vs. tutor in writing center. Hmmmm. I'll be blunt and frank about it. If you've made it to a capstone project you have to use writing for, the only persons who matter are your professors. That's not to say you can't have people look at it and critique it in the process, have other sets of eyes look at it. History professors give good feedback for drafts. If your writing wasn't halfway decent, you wouldn't have made it that far. I don't mean to sound negative about tutor process, the tutor process helps up to that point.

Math: I feel the same way for slightly different reason—70% of paper are proofs, so getting feedback from math students was helpful, present 10-15 minute results in front of audience of peers for feedback—that was helpful. Professor was helpful. In terms of going to a tutor, I don't know how much a writing tutor could help with a math proof. In terms of written parts, I could see value for those who aren't strong writers. But writing isn't most significant component of the math capstone.

COMM: I received feedback from professors—standard procedure in disciplines—I wish I had a peer-review group that were capstone students. I was off doing my capstone, and there were two other students doing other COMM capstones. We chatted briefly about the differences, but didn't connect on the projects we were doing in our disciplines. Even tossing around ideas with others is good. MAC—huge variety of capstones, and meeting with them would be great. I didn't use resources for my project—Writing Center—but I wasn't sure if bringing in brochure in was the way to go. Board of Directors, his wife works in University Advancement and she gave me advice from industry perspective. Really valuable because of day to day experience in it. That was great learning experience in itself. Having another set of eyes is great. Juniors having opportunity to shadow [Senior Capstone students].

HIST: Tutor and peer-review process—Tutors and editing is great. Peer reviews—I've done them and had them done to me—required in some of history classes. Peers aren't as critical as professors. If as tutor you are able to tear someone apart, all the better.

Follow-Up Q: Was there Peer review [of your capstones] in disciplines—guided, or paired off?

HIST: Hand to peer and read and respond. Each professor has their own style for peer review. Terrible when I have to do line edits because I'm not a great editor. If you don't mind being bad guy to peers, peer review is great. I am one of the most critical peer-reviewers there is and I have interest in teaching.

Q 6: "I Wish I Knew . . . What Faculty Could Be Clearer About"

Math: A more definite timeline—too flexible a downside. Page length varied greatly depending on project. Having a better sense of phases of the project across time.

HIST: Research is independent—get it done. Capstone is a self-guided tour of writing your paper. Not sure if there are timeframes set up for that. We have to submit a Comprehensive plan to move on, but doesn't include a timeline.

COMM: Because no precedent, I grasped at straws. There was no clear sense of objectives for capstone project. I wish there were some goals/outcomes, something they wanted students to achieve when they finished with their project. I wanted to know my niche and what I could do as I went into world. There's not always a practical approach to stepping outside the classroom. The real test is having something published, or doing something with a wider audience beyond the classroom. What I needed are some standards, what do we want to see our students leave with

TUTORS Ask Questions:

Q1: Liberal studies—how do you combine two disciplines into a capstone?

COMM: I did that in a weird way—Theater capstone—used theater experience in this capstone in a capstone about restoring a theater.

Math: For the E/W capstone, I'm combining English and German. I combined Math and English in the first year. Depends on disciplines. Creative ways to mesh them.

HIST: Lots of history majors are majoring in Business, English, German—lots of different paths you can take.

COMM: LS is great because you can tailor to your interests.

HIST: I completely understand combining History and English.

Q2 : Have you ever visited Writing Center for tutorial when not required to?

COMM: Yes, there are [used to be] tutors in dorms on Sunday night. Used tutor for argumentation class. She was very polite and friendly. She walked me through strategies to make the paper more successful.   I liked having a Sunday night tutor in the dorms.

Math: No, I was never required to go.

HIST: I worked with one of the professors at College of Idaho to progress in my writing—it's a small school and professors take time to help the students there. He got me set on my path.

COMM: Students have approached the Theatre board about internships, and when the board gets back to them, they don't answer. [Maybe provide internship protocol/etiquette for communicating with community entities.]

Appendix F
General Education Sampling Team (2012-13)
Communication

GEC Meeting -- September 18, 2012
Session I

Expanded understanding of Communication learning outcome
(Brainstorm)
- COM: complex process of verbal and non-verbal interactions in person in print and in image
- ART: Present information in both written, visual, and verbal form in clear coherent manner and a clear thesis
- ECON: Transfer of information
- GERM: Getting a message or meaning across via words, gesture, or image and comprehending or making sense of those that surround us.
- MATH: Transfer of information to achieve some purpose; conveying the idea to others
- WR: Process of making meaning, either orally or written, through the use of media with clarity and awareness of audience.
(Will look at later on)

1. Why is communication important in the class you teach?
   - Whole reason for class
   - Trying to interpret images and what they mean both broader historical sense and through formal analysis—clear communication about the work
   - MAC unpacks communication processes to understand how various communication forms work
   - Communication of solutions to explain correct answers-justifications of answers
   - Explaining ideas and concepts—enables application
   - Learning and applying language systems—interpretation and translation and discernment
   - Machinery for navigating larger community and social context—a social skill
   - Online—communication is primarily through writing—text they produce
   - Pedagogically, take into account different styles of learning—visual learners may need engagement with what they can see
   - Pedagogically confirms learning
   - Transmit, translate, articulate—different modes of communication—what's valuable to your discipline?
   - Clarity very important; purpose of communication very important

2. Words to describe valued criteria:

- Clarity
- Powerful
- Concise
- Inter-relating
- Interactive
- Inter-textual
- Personal investment / contextual
- Authentic
- Processed information
- Integrated
- Organized
- Irreversible
- Synthesized
- Interesting
- "communal"
- Active and reactive—give and take

HOMEWORK For Session II
Thursday September 20, 2012
Huber Auditorium

Organize criteria as they make sense to you with reference to the GEC communication rubric
1. Bring a visual map of criteria for communication: can look like a rubric or some other form – visualize it
2. Bring assignment for class that you'll use to assess the GEC Communication outcome plus any other criteria referenced above that you value
3. Share visualization

Input: Non-verbal communication is 85% of communication—keep it in forefront (proxemics, gesture)
Output: Satisfaction factor when you know you've successfully communicated (audience)

Adage of the Day:

One can't *not* communicate.

GEC Sampling Team
Session II
Communication
September 20, 2012

1. Pull up GEC Communication Rubric from website. What words pop out?
   - Demonstrate
   - Skills
   - Reflects, response, revision
   - Process
   - Communication
   - Purpose, audience, occasion
   - Clear, logical
   - Focuses and organizes
   - Effectively
   - Edits

2. Anything you didn't notice that stands out as important? (pull up Session I brainstorm of value words for Communication)
   - How important authenticity is (April)

3. Presentation of visual maps and communication assignments:
   a. Jim Benton, WR 121
      1. Visualization of cognitive levels orbiting around communication: summary and interpretation; analysis; integration; synthesis—see handout
      2. Breakdown of position paper assignment according to the cognitive values in #1
      3. Assignment scaffolds through several assignments throughout the term
      4. See handout—categories potentially line up well with GEC rubric
   b. Regina Braker, GERM 101
      1. Visualization of inverted pyramid: Novice, Intermediate, Advanced, Superior—language acquisition scaffolds learning
      2. Levels capture linguistic function—small w/ novice, large and complex w/ superior
      3. All content is embedded in language, Q is what do I know about content & context?
      4. Assignment is on final exam. Students have opportunity to practice how to introduce another person and are given categories (i.e. who, occupation, etc .), but two earlier tests set it up, so it is a sequential assignment. First an oral test, then test at the end of a chapter, then the written Final Exam. Will the GEC rubric be used to capture the oral dimension as well? Yes, could be.
   c. April Curtis, COM 214
      1. Visualization of valued criteria from Session I: powerful, interactive, inter-relating, personal investment, communal, authentic
      2. Terms in #1 connect powerfully to Storytelling, a 5 week unit in the course that includes assignment to write a story, reading it to self, performing for friends, researching third-graders, performing for third-graders in a story circle, working in

        teams of four, using props and musical instruments to accompany performance, staying w/in 4 minute limit, comporting self appropriately

    3. Valued criteria #1 will be added to GEC Communication rubric in assessing this assignment

d. Peter Maille, ECON 115

    1. Visualization of five written and three oral communication opportunities for students—linear and progressive and giving students an opportunity to apply an economic concept to their own experience.

    2. Assignments will be throughout the term, and scored with a rubric that translates well to the GEC Communication rubric criteria—will add any missing criteria as needed.

    3. Given the progressive nature and rich opportunity for students to practice written and oral communication throughout the term, recommend that the final paper and presentation be the one that is used for data collection for GEC.

e. Cory Peeke, ART 204

    1. Visualization rubric of valued criteria and response sheet for peer and professor evaluation of a group presentation

    2. Assignment given at beginning of term: list of broad research topics, groups of 3, with weekly work meetings with the Professor; groups demonstrate ability to narrow topic through research

    3. Instructor rubric aligns well with GEC Communication rubric and pairs well with assignment

f. Bryan Fisher, Math 211 (on-campus)

    1. Visualization of Inductive and Deductive reasoning

    2. Assignment moves students through definitions and six questions that ask students to communicate what kind of reasoning the question is asking for and how they know, offering examples and counter examples along the way. Quintessential communication question asked: how does one know an answer is correct?

    3. In addition to GEC Communication rubric criteria, Instructor rubric includes the valued outliers "integration" and "novel and elegant solution"

g. Kaz Marlette, Math 211 (online)

    1. Visualization of communication using discussion board feature

    2. Assignment linked to assessment includes two discussion boards where students pose questions and explain what they don't understand. Other students respond. Consider including a third discussion board where student reflects on clarity of student response that may have helped them understand better

    3. Discussion Board assignment should work well with GEC Communication criteria

GEC Sampling Team
Session III
Communication
November 28, 2012 & December 5, 2012

Reviewed Guidelines on data collection, analyses, closing loop

11/28/12

4. Cory Peeke: went well to introduce students to assignment and rubric at beginning of year. Lots of intervention w/ work group then individual papers. Administering, presentations were group peer-reviewed; paper was only instructor graded—may 9impact closing the loop statements.

5. Jim Benton: Introduced assignment early November w/ overview of how various assignments build towards this assignment. Began to talk about specific criteria claims and support for claims to build documentation of persuasive speech; worked on component pieces day by day. Had several sessions of peer review looking at paper through each of criteria.

6. Bryan Fisher: Weeks 4 & 5 gave assessment using smaller scale worksheet explaining Inductive and Deductive reasoning. The assignment to identify and use the two types of reasoning went pretty well. Students didn't reach the benchmark—only 75%--the area that caused the most trouble was convincing evidence. There was some outstanding work—if repeated in the future, make it a long term assignment. In the past, vs. now, they'd turn in preliminary work and and get feedback. Might go better in a subsequent course to revisit I & D terminology.

7. Peter Maille: Wks 2, 4, 6 1 page papers w/ rubric. Implementation is to grade 1 out of 3 & peer-reviewd using rubric. As term goes on, there's opportunity to revise the language of the rubric as a gropu. Collect peer review scores but not used in assessment—only used instructor score and overall # of writing part of it. Not textured enough—papers got much better through the lens of communication criteria—impacts economics and helps content.

12/5/12

8. Regina Braker: Chapter 1, gave reason why to do this—follows an oral test whereas this was writing it down—1. context a real life situation. 2. 2nd chapter test—open-ended writing prompt introducing someone else. 3. Oral test w/ description they generated—describe a favorite person. 4. Host family description. 5. Introduction of oneself and another person—final exam allowed them to revisit strengths in oral and written prompts.

9. Kaz Marlette: Assignment required students to take part in discussion board. Start discussion w/ post, including 1. Question about a section, 2. Present problem/describe from text, 3. What they've tried. Student also has to describe and respond to another

student and reflect on the 1st post. Used collaborative learning model—it closes the loop—they learn how to revisit their work and consult with one another. Those who didn't get responses revisited their own work. Students had 1 week to do this. Students didn't respond until the last minute. Will use adapted release next time. Saw improvements in how they formatted their communication—conventions of communication in the language of math is less computational—teacher is not the source of answers. Now students are asking questions of one another.

10. April Curtis:

Next Steps: Winter meeting once everyone has input their data and written their analyses and closing the loop statements.

1. Did the first sessions help? How?
2. What appear to be aggregate patterns of how students are doing with oral and written communication in the context of general education classes?
3. Any recommendations regarding rubric or faculty attention to lower division communication skills?
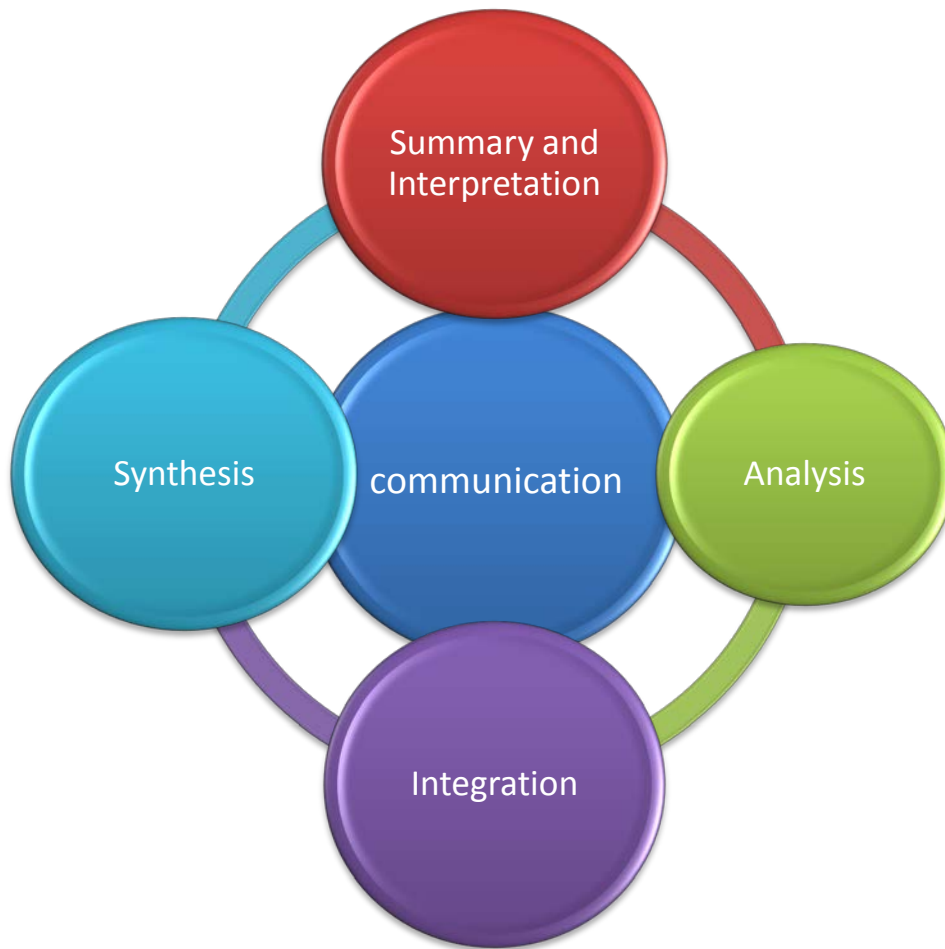
Relationship of cognitive scale to communication acts
Communication Criteria Map

Sample Assignment Writing

Summary and Interpretation
The assignment asks students to:
- Conduct research
- Provide a background summary of the problem space they are interested in

Analysis
The assignment asks students to:
- Give good reasons for their claims and proposals
- Understand the meaning and implications of their supporting evidence
- Understand and analyze the main arguments made by various factions engaged in the discussion
- Carefully consider the positions of others

Integration
The assignment asks students to:
- Supply evidentiary support for their observations, opinions, arguments, and proposals
- Adjust their voice or tone of address to an identified audience
- Shape their appeals (*ethos, logos, pathos*) based upon an awareness of their intended audience

Synthesis
The assignment asks students to:
- **Consider the rhetorical situation**
- **Identified the larger conversation in which the issue participates**
- **Recognize the relationships between cause and effect**

Other Values
In addition to the cognitive components noted above, this assignment values
- **Attention to visual/mechanical detail and organizational structure**
- **Genre awareness and genre acquisition**
- **Systematic application of a writing process**
- **Clear, concise, and precise written expression**

The assignment is powerful for its emphasis on re-directing the students' attention toward their participation in the larger communities of which are members. It is interactive by virtue of the peer-to-peer review and critique session done during the development stages of composition. It is intertextual in its use of evidentiary research and support.

Sample Assignment German

The American Council on the Teaching of Foreign Languages has standardized proficiency language well developed for all languages. The ACTFL pyramid and logo offer useful visualizations of communication rubrics, starting at the bottom with most simple foundational levels of functions, as well as the smallest number of content categories, which then increasingly open up and become more complex as we develop our proficiency.
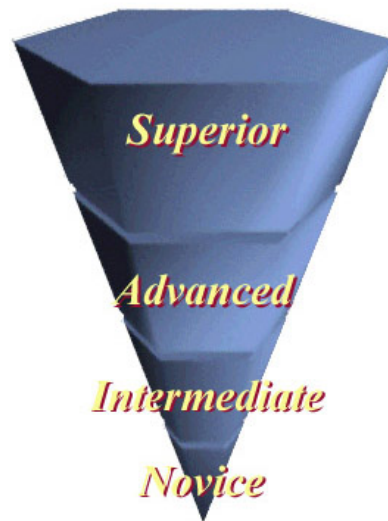
The language proficiency pyramid could be applied to other disciplines and learning and mastery of content for each. As learners spiral up the pyramid, not only do they develop control over a greater number of more complex linguistic functions, but they learn to communicate about an increasing number of content topics.

The logo image can be interepreted to represent the content areas that language encompasses. I see it as the birdseye view from the top of the pyramid looking down into it. All of the university disciplines and many other everyday life content categories would be included, though they may not all receive attention at each stage of second language acquisition.

I refer to these images at a later explication of learning strategies in intermediate German as a learning pyramid, which can represent other disciplines and be used to self-assess what levels we have achieved in our other coursework. It is important to have that self-awareness if students are to have a better sense of what content material is easier for them because they already have a strong context there in their first language, and what content material is likely to frustrate them, because they are deficient in it in their first language.

The assignment in the final exam represents several different iterations of the following task. The oral test introducing someone in third person description was practiced and performed orally, followed by a written test that was a likely repeat of the same or very similar information in the oral test, with the final exam requiring introduction of oneself in first person as well as the third person introduction. Those earlier tasks were explicit about the kind of content to include, and students had been informed about the grading rubric that was used to assess their language sample. Here is the GERM 101 Final Exam open-ended writing prompt:

For an upcoming stay of Austrian acquaintances (whose name is Freund) with a friend of yours, you have been asked to introduce yourself, as well as your roommate or neighbor, whom they will also meet. You've been asked to provide as much information as possible, so that when you meet, they'll have a good impression of you. Remember, "more is better." The salutation is included to get you started.
Liebe Familie Freund,

The values included in this task are interactive, contextual, personal investment, authentic, integrated and synthesized. Rather than aiming for concision (which may be an important goal in other disciplines), the developmental or novice and intermediate level stage of language acquisition frequently requires learners to develop the strategy of circumlocution. In other words they must fill their vocabulary gaps and their lack of precision in language with an ability to talk their way around the missing item. It is a useful strategy not only in second language acquisition, but also for students who are resistant in their first language about offering support arguments or concrete examples in writing or oral presentation tasks.