

English 1A Learning Outcomes Questionnaire

What exactly do we want students to learn—or be able to—at the end of English 1A that they didn't know, or know how to do, or know how to do as well, upon entering the course? I've tried to break down the possible outcomes for the course into as many distinct areas as I could possibly think of. But since I'm nearly certain that all instructors will have goals for the course that I didn't consider, I give you several opportunities to list otherwise unidentified outcomes.

This questionnaire is adapted from the Teaching Goals Inventory devised by Thomas Angelo and Patricia Cross in 1990. It asks you to identify learning outcomes that you actively seek to have your students accomplish—not simply ones that you find generally worthy. For each outcome, please circle only one response on the following 1-to-4 rating scale:

- (4) Essential a learning outcome you consider vital for English 1A students to achieve in the course
- (3) Important a learning outcome you consider significant but not critical for English 1A students to achieve in the course
- (2) Unimportant a learning outcome you consider marginally significant but not terribly important for English 1A students to achieve in the course
- (1) Not applicable a learning outcome you consider irrelevant for English 1A students to achieve in the course

Reading Skills

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|---|---|---|---|---|
| 1. Develop ability to comprehend college-level texts | 4 | 3 | 2 | 1 |
| 2. Develop ability to analyze college-level texts | 4 | 3 | 2 | 1 |
| 3. Develop ability to evaluate college-level texts | 4 | 3 | 2 | 1 |
| 4. Develop ability to appreciate college-level texts | 4 | 3 | 2 | 1 |
| 5. Develop ability to compare/contrast college-level texts | 4 | 3 | 2 | 1 |
| 6. Learn text annotation skills | 4 | 3 | 2 | 1 |
| 7. Develop ability to use reading for inquiry, learning, thinking | 4 | 3 | 2 | 1 |
| 8. Other reading skills you consider essential or important _____ | | | | |
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Research Skills

1. Learn to gather sources for research papers	4	3	2	1
2. Learn to evaluate sources for relevance and reliability	4	3	2	1
3. Learn to synthesize material from multiple sources	4	3	2	1
4. Learn to employ “scholarly” sources for research papers	4	3	2	1
5. Learn to employ Internet in gathering sources	4	3	2	1
6. Learn to use RCC library effectively in gathering sources	4	3	2	1
7. Learn to use other libraries in gathering sources	4	3	2	1
8. Develop note-taking abilities in doing research	4	3	2	1
9. Learn to develop an annotated bibliography of sources	4	3	2	1
10. Develop ability to outline a research paper	4	3	2	1
11. Learn to integrate quotations effectively and correctly	4	3	2	1
12. Develop awareness of plagiarism issues	4	3	2	1
13. Learn MLA format for documenting sources	4	3	2	1
14. Learn other format(s) for documenting sources	4	3	2	1
15. Learn to maintain an objective tone in research paper	4	3	2	1
16. Other research skills you consider essential or important _____				

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Rhetorical Skills

1. Develop ability to adjust writing to different audiences	4	3	2	1
2. Develop ability to write in several different genres	4	3	2	1
3. Learn to structure writing in various rhetorical modes	4	3	2	1
4. Develop ability to write effective argumentative essays	4	3	2	1
5. Learn to recognize/employ common argumentative structures	4	3	2	1
6. Learn to recognize premises in argumentative writing	4	3	2	1
7. Learn to recognize and avoid logical fallacies	4	3	2	1
8. Other rhetorical skills you consider essential or important _____				

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College-Level Writing Skills

1. Develop ability to write unified, coherent essays	4	3	2	1
2. Develop ability to write longer and more complex essays	4	3	2	1
3. Develop ability to write essays that analyze texts	4	3	2	1
4. Prepare students for writing requirements in other college classes	4	3	2	1
5. Develop ability to write thesis-driven essays	4	3	2	1
6. Learn how to write exploratory (rather than thesis-driven) essays	4	3	2	1
7. Learn how to write more effective essays under time constraint	4	3	2	1
8. Develop greater awareness/use of writing as <u>process</u>	4	3	2	1
9. Develop editing skills	4	3	2	1
10. Learn how/when to summarize/paraphrase other writers	4	3	2	1
11. Develop greater control over surface features (grammar, etc.)	4	3	2	1
12. Improve writing style (diction, sentence variety, etc.)	4	3	2	1
13. Use writing for personal exploration and growth	4	3	2	1
14. Develop ability to write creatively or imaginatively	4	3	2	1
15. Develop capacity to enjoy writing	4	3	2	1
16. Develop ability to write on subjects students care about	4	3	2	1
17. Develop ability to use writing for inquiry, learning, thinking	4	3	2	1
18. Develop greater self-confidence as writer	4	3	2	1
19. Other college-level writing skills you consider essential or important _____				

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Other Skills

1. Develop ability to critique writings of other students	4	3	2	1
2. Develop ability to work in small groups to think, debate, etc.	4	3	2	1
3. Develop student's ability to assess own work more effectively	4	3	2	1
4. Develop better study/writing habits	4	3	2	1
5. Develop "citizenship" skills (open-mindedness, attendance, etc.)	4	3	2	1

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|--|---|---|---|---|
| 6. Understand relationships among language, knowledge, and power | 4 | 3 | 2 | 1 |
| 7. Develop student's political identity | 4 | 3 | 2 | 1 |
| 8. Learn/employ conventions of academic discourse (e.g., patterns of movement between concrete and abstract, explicit marking of logical relationships between sentences/paragraphs, etc.) | | | | |
| | 4 | 3 | 2 | 1 |
| 9. Other skills (other than these other skills) you consider essential or important | | | | |

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Please take a few minutes to review your responses. Of the learning outcomes you designated essential (4), can you tell me the four you consider most essential in your own teaching of English 1A? Which ones are they?

- 1.
- 2.
- 3.
- 4.

And finally, please tell me anything you learned in responding to this questionnaire. Did you discover anything about your goals or methods that surprised you? (Were you reminded once again of how much you hate questionnaires?) Give me any feedback you can on your overall sense of English 1A as it's presently constituted at R.C.C.