



# Yeshiva University®

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## LEARNING ACTIVITY ASSESSMENT PLANNING REPORT

FALL 2015

College/School: **Yeshiva College**

Department: **FYWR / ENGLISH**

Program: **First Year Writing**

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1. Please type or paste your program's mission statement into the space below.

The mission of First Year Writing is to prepare students for academic writing in Core and upper-level courses and to equip them with writing skills they will need in their future lives, both professionally and otherwise. By attuning them to the building blocks of academic writing, encouraging self-reflection, and developing the ability to recognize and assess a variety of rhetorical situations, students will gain confidence in and appreciation for writing as a necessary aspect of learning. Every section of this course emphasizes the development of the writing process, with attention to revision and critical thinking, as well as other fundamental writing skills, including summary and paraphrase, analysis, synthesis, integration of multiple perspectives, and source documentation.

2. Please list or paste into the space below each of your program's goals and corresponding student learning objectives (SLOs).

Program/Major Goals	SLOs
1. Foster <u>strategies</u> for the invention, development, and revision of different forms of communication, primarily (but not exclusively) writing	a. Students will be able to understand what an assignment is asking for and know how to begin drafting an essay.
	b. Students will be able to identify primary purpose of their essays and develop their ideas appropriately.
	c. Students will be able to identify areas requiring revision in their own and others' writing.
	d. Students will be able to employ a variety of tools and techniques for enacting revision in their own work.
2. Recognize and respond to <u>different rhetorical situations</u> with an understanding of their impact on purpose, audience, context, and genre	a. Students will recognize that different academic disciplines have different expectations for convention, form, and organization.
	b. Students will be able to apply those expectations to academic writing, their own and others'.
	c. Students will be able to make rhetorical choices that are appropriate to the rhetorical situation.
3. Identify and compose <u>academic arguments</u> with complexity, logic, and coherence;	a. Students will be able to locate academic arguments in others' writing.
	b. Students will be able to generate original arguments reflecting their own thoughts and opinions.
	c. Students will be able to support their claims with both evidence and logic.
4. Develop the ability to <u>communicate effectively in at least one modality other than writing</u> , such as an oral presentation or visual media (individually or collaboratively);	a. Students will be able to orally and/or visually explain ideas and questions.
	b. Students will be able to generate ways of

	sharing knowledge outside of writing.
	c.
	d.
5. Participate as <u>academic citizens</u> within the University by accepting “responsibility for being judged on the basis of [their] own work and... achievements” and by recognizing expectations and standards of college <sup>1</sup> ;	a. Students will understand the expectations and responsibilities of academic discourse.
	b. Students will understand that they are responsible for their own growth and development.
	c.
	d.
6. <u>Locate, evaluate, incorporate, and cite</u> authoritative source(s) to demonstrate being “in dialogue” with larger conversation of a given topic;	a. Students will be able to cite sources appropriately in at least one citation style.
	b. Students will be able to quote, paraphrase, and acknowledge material from outside sources.
	c. Students will be able to articulate the distinction between original work and plagiarized or patchwritten work.
	d. Students will be able to appropriately integrate others’ language and ideas in their own work.
7. <u>Use Standard Written English</u> to express ideas clearly and meet expectations of academic discourse; and	a. Students will adhere to conventions of standard written English and learn practical rules of mechanics.
	b.
8. <u>Reflect</u> on the thinking, learning, and writing within FYWR 1020 as a necessary foundation for other college courses and, ideally, beyond.	a. Students will be able to compose written reflections about their own work.

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<sup>1</sup> “Statement of Purpose.” *Academic Integrity Policy*. Yeshiva College <http://www.yu.edu/yeshiva-college/academic-integrity/>