**WR122 Course Goals Essay Assignment**

In each of your college courses, you will be given a list of course goals. These goals provide you with a framework for what you will learn in the course. As a student you should be familiar with these goals and be able to make connections between what you’re asked to do in the course—readings, assignments, small and large group discussions, presentations, etc.—and the course goals. It is important for you to be able to make these connections so that you have a clear understanding of *how* you learned the required material in the course, and also so you can ensure that you *have* learned everything the course promised to teach you. Earning a passing grade in a course “says” to the college, your instructors, and your future schools or employers that you have achieved each of the goals on the syllabus. This is why future schools or potential employers will sometimes ask you or your school to provide a copy of the syllabus for a course you’ve taken so they have a clear understanding of what the work you did in that course did (or did not) prepare you to do.

**In this take Course Goals Essay you will write an argumentative essay that provides specific evidence that demonstrates that you’ve met each of the goals in this course. You will also explain how the work you did in this course helped you address one of Lane’s Core Learning Outcomes.**

**Required Structure for Course Goals Essay**

**(Everyone must follow this structure)**

**Intro paragraph**: In this paragraph you should give a brief description/overview of your experience in the course.

**EIGHT body paragraphs**: You will write a body paragraph for **each of the 7 course** goals (listed below). In these paragraphs you must provide **specific evidence** that **demonstrates** you’ve met the course goal you’re focusing on in that paragraph. This is where your Course Goal Journals will come in handy.

You will also write a body paragraph that addresses **one of the Lane Core Learning Outcomes** that were called out as important in this course on the syllabus-- engage diverse values, think critically, or create ideas and solutions. In this paragraph you must provide specific examples of how you’ve worked toward the Core Learning Outcome in this class.

**Conclusion paragraph**: In this paragraph you will explain how you will use what you learned in this course in some future aspect of your life—including but not limited to your other courses or career.

**Formatting:** Letter should employ standard MLA essay formatting.

**Course Goals**

1. **Engage in and value a respectful and free exchange of ideas**
	* This goal includes respectfully engaging in in-class discussions in small and large groups as well as having respectful, constructive conversations during peer response workshops. It also includes genuinely engaging with ideas that differ from your own in a respectful manner.
2. **Demonstrate effective critical thinking and reading skills of college-level texts**
	* This goal includes the ability to read college level texts—both assigned readings and the pieces of research you find for your projects—deeply and critically. To read deeply and critically means to read beyond the basic, surface meaning of texts and to consider how their meaning is affected by elements such as: who wrote texts, why texts were written, where they were published or became public, how they are structured/organized, what rhetorical devices and word choices are used.
3. **Make appropriate and effective rhetorical choices within specific Writing Situations during multiple stages of the writing process, including: invention, drafting, revising, and editing**
	* This goal asks you to consider how well you are tailoring your writing to the specific framework—audience, genre, and purpose—in which you are writing. For instance, you would not begin an essay with “Dear Sarah” because that would be an inappropriate choice for the essay genre.
4. **Employ appropriate methods of development and support within their written arguments**
	* This goal asks you to consider how well you develop or “unpack” ideas within your writing to support your thesis. It also asks you to consider HOW you develop these ideas—what methods do you use to do this? For example if you’re trying to argue that an event had a wide impact, one of the ways you might support this claim is by providing statistics about how many people it affected from studies done about the event.
5. **Engage in an effective research process, demonstrate effective use of quality resources, and accurately and consistently cite sources using appropriate documentation style(s) in accordance with a documentation handbook**
	* This goal includes the ability to find quality resources (think of the “stuff” Jen teaches you about the research process as well as the ability to USE these resources effectively to develop and support your claims. It also includes the ability to correctly cite sources.
6. **Effectively employ and critically analyze the accepted conventions and formatting of academic writing**
	* This goal asks to you consider the conventions and formatting used in specific genres. For example to ask questions such as: Why are essays double spaced? Why do I need a Works Cited page at the end of a research essay? Why do I indent paragraphs in an essay? Once you’ve considered and answered these questions, this goal asks you apply what you’ve discovered about the accepted conventions and formatting of specific genres to your own writing.
7. **Articulate an understanding of why/how writing is an essential skill not only in the classroom, but, more importantly, beyond the classroom**
	* This goal asks you to think about how/why writing is useful in your everyday life and “real world” situations. In other words, how is what you’re learning about writing in this course important to your life outside this course.

**Core Learning Outcomes Focused on in this Course**

**(For more info about the Core Learning Outcomes, visit: http://www.lanecc.edu/assessment/core-learning-outcomes)**

**Think Critically:** Critical thinking is an evaluation process that involves questioning, gathering, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think critically:

* Identify and define key issues
* Determine information need, find and cite relevant information
* Demonstrate knowledge of the context and complexity of the issue
* Integrate other relevant points of view of the issue
* Evaluate supporting information and evidence
* Construct appropriate and defensible reasoning to draw conclusions

**Engage Diverse Values with Civic and Ethical Awareness**: Engaged students actively participate as citizens of local, global and digital communities. Engaging requires recognizing and evaluating one's own views and the views of others. Engaged students are alert to how views and values impact individuals, circumstances, environments and communities. Students who engage:

* Recognize and clarify personal values and perspectives
* Evaluate diverse values and perspectives of others
* Describe the impact of diverse values and perspectives on individuals, communities, and the world
* Demonstrate knowledge of democratic values and practices
* Collaborate with others to achieve shared goals

**Create Ideas and Solutions**: Creative thinking is the ability and capacity to create new ideas, images and solutions, and combine and recombine existing images and solutions. In this process, students use theory, embrace ambiguity, take risks, test for validity, generate new questions, and persist with the problem when faced with resistance, obstacles, errors, and the possibility of failure. Students who create:

* Experiment with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes
* Explore or resolve innovative and/or divergent ideas and directions, including contradictory ideas
* Utilize technology to adapt to and create new media
* Invent or hypothesize new variations on a theme, unique solutions or products; transform and revise solution or project to completion
* Persist when faced with difficulties, resistance, or errors; assess failures or mistakes and rework
* Reflect on successes, failures, and obstacles