COLL 150 Assessment — Course Portfolio Narrative Template

COLL 150 courses are small seminars that explore deeply a particular topic via close readings of texts, data, or methods of inquiry. The goal of COLL 150 is to initiate students into the culture of critical thinking, persuasive writing, and independent inquiry that is at the core of the undergraduate program. COLL 150 seminars highlight student discussion. All COLL 150s carry 4 credits. Students must receive a C- or better in COLL 150 for the course to apply to the degree. One COLL 150 is required of each freshman and all transfer students regardless of credits already earned.

COLL 150 assignments consist primarily of writing, with students producing a total of at least 6,000 words (24 pages). At least one major writing assignment should follow the conventions of scholarly writing in the discipline.

Assignments in these courses deepen students' understanding of the course content, while also teaching essential skills: information literacy, communication, collaboration, and revision. (See Educational Policy Committee Discussion of COLL 100, COLL 150 for complete discussion and elaboration.)

Use this template to write your Course Portfolio Narrative.

Prefix, course number, and section number (e.g., HIST 150-01/AMST 150-01):

CRN: Course title:

Instructor name(s):

Course Description (paragraph included in the Catalog):

Please briefly describe how this course addresses each of the following features of COLL 150 courses:

A. Course Content
   Please describe the topic considered in this course and explain briefly how the course will provide students with opportunities for in-depth analysis and interpretation.

B. Revision Skills
   Please describe assignments that are structured to give students opportunities to receive feedback, revise, and resubmit?

C. Collaboration Skills
   Please describe any activities and/or assignments in this course that involve collaboration among students.

D. Ideas and Information Skills
   (1) How does this course help students learn and practice the ways in which ideas and information are located, evaluated, and cited?

   (2) Please describe the partnership with Swem Library to support students' use of the library's resources (e.g., consult with library liaisons, plan class visits, etc.)?

E. Communication Skills
   Please describe handbook(s) or other resource(s) designated for students to consult regarding the forms and methods of academic communication.

F. Connection between Course Assignments and Learning Expectations 1, 2 and 3 associated with COLL 150:

   (1) **Learning Expectation 1 – Critical Thinking:** Students will thoroughly analyze and interpret topics pertinent to the subject matter of the course.

   Please describe in detail at least one major assignment that provides students with opportunities for in-depth analysis and interpretation and how the assignment is evaluated.

(2) **Learning Expectation 2 – Independent Inquiry:** Students work independently to understand texts and form judgments on topics pertinent to the subject matter of the course.

Please describe in detail at least one major assignment that teaches students methods of scholarly research and inquiry (framing questions, reasoning, creating, and solving problems) and how the assignment is evaluated.

(3) **Learning Expectation 3 – Scholarly Writing:*** Students will communicate effectively on topics pertinent to the subject matter of the course.

Please describe in detail at least one major writing assignment that follows the conventions of scholarly writing in this discipline and how it will be evaluated?

Student Learning Expectation 3 – Scholarly Writing will be assessed directly through student work rubric scoring.