

Cultural Landscapes, Winter 2010 Evaluation Writing

I. The Transcript

- a. *coversheet*
 - lists all programs and credits
- b. *program description*
 - written by faculty based on the syllabus;
 - describes the themes and assignments of the program, including list of books, films, art studied.
- c. *faculty evaluation of student achievement*
 - evaluates the quality of the student's academic development: seminar, writing, critical thinking, visual literacy, synthesis work.
- d. *student self-evaluation*
 - should speak to important aspects of student's own learning in her/his voice;
 - should be content-based, with a thesis about the student's learning;
 - should not duplicate the program description.**

Note: A copy of faculty evals of each student, student self-evals, and student evals of faculty all go into the faculty member's portfolio.

Links to Self-Eval guides and samples:

<http://www.evergreen.edu/writingcenter/evaluationsself>;

<http://www.evergreen.edu/writingcenter/evaluationsself-alexander>

II. Writing Student Self-Evaluations (final version should be no more than one single-spaced page/quarter)

Aspects of learning: thinking, talking, listening, reading, writing, seeing (visual literacy), working collaboratively, gaining an understanding of program themes and important issues.

Begin with the following: "In *Cultural Landscapes* I have learned **that...**"

"Reading Riverbend's *Baghdad Burning* taught me **that...**"

Thinking now about the quarter as a whole, identify **three major turning points** in your learning. Develop those more fully, as a way to structure your evaluation.

Do be specific in your evaluation:

- Why this program? (briefly); looking back, offer a thesis about your learning.
- Identify a few ideas or themes (and/or books, lectures, films) that have had the greatest impact on your learning, and state why, specifically. [OR: turning point #1]
- Comment on a couple of the papers you wrote, pointing to significant points of learning that took place in preparing them (think broadly about aspects of learning listed above that may have grown through your writing). [OR: turning point #2]
- Describe your role in seminar and how the experience made you grow. Remember that much of the seminar's success hinges on whether each student has read the work, thought about it, and come in with comments and ideas for discussion. [OR: turning point #3]
- Address any other specific skills that you have developed this quarter. What have been the most significant challenges--and how they have addressed them, or how do you plan to address them?

--What's next? Considering your learning, accomplishments and challenges this quarter, what are your goals for learning and skills development next quarter? What program or classes will you move on to, and how will this build on your present course of study?

Note: For students continuing from Fall quarter, you may write a separate evaluation for winter quarter or you may combine fall and winter quarters, drawing on last quarter's eval. to assess your growth areas. **We recommend a blended evaluation of the two quarters. Remember to limit it to one page/quarter. For those continuing with the program in spring, this will not be your final evaluation, but for all other students, this will be submitted as your final program evaluation, even if you are going on to the program *Arab & Muslim Women Writers*.**

III. Writing Evaluations of Faculty (Seminar Leader)

Aspects of teaching: lectures, workshops, fieldtrips, seminars, comments on writing, stimulating critical thinking, visual literacy, creating space for student-centered collaborative work, structuring a coherent and interesting curriculum.

Begin with the following: "Anne's (signal an aspect of teaching) has taught me **that...**
(OR: challenged me to think **about...**)"
"Working with Ted on _____, I have learned **that...**"

You might evaluate the work that your seminar leader did in each of the above aspects of teaching, especially those that particularly impacted you and your learning. Give evidence for whatever you say. What did your seminar leader do well? What could she do better or differently?

Program Evaluation: As a separate heading below your evaluation of the faculty member's work, please remind us of any suggestions you've made for this program over the quarter, and offer any new ones that occur to you now. Please be specific.

IV. FINAL REMINDERS!

Your portfolio and a DRAFT of your self-evaluation ONLY (no faculty eval) are due Tuesday Mar. 9 at 9:00 am. KEEP A COPY OF THIS SELF-EVAL DRAFT FOR YOURSELF! You should work on polishing this draft and bring a better version of it to your evaluation conference. Make sure you know the day and time for your evaluation conference! Your portfolio should include all your written work for the quarter (weekly discussion preps, oral history, 3 integrative field papers, 5 seminar papers). FOR EACH SET OF PAPERS, PLEASE PLACE WHAT YOU CONSIDER YOUR STRONGEST WORK ON TOP; also include drafts, comments, revisions, with faculty comments where relevant. *We may still have final project materials with peer reviews and will add them.*

**Proof your evals with great care. Spell all names, titles, etc, correctly.*

**Bring both your more polished self-eval and the faculty eval to your evaluation conference so we can talk about them. (If you prefer, you can turn in the faculty eval to the program secretary). Your self-eval and faculty eval need to be on the official form. Please do not come to your conference without having completed these documents. (Eval week is very taxing on faculty, so we need to use time well!)*

***Sign and date all evals on the official form at your exit from the program. You need three copies of self-eval and one of faculty eval.**