



Assignment Sheet: Course Audit

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1. BACKGROUND AND PURPOSE

Throughout this course, you have been creating Outcomes Memos designed to highlight your progress toward the course outcomes as you completed each major assignment. Those memos were practice for this audit, which reflects your overall progress. Consider what you have learned both explicitly through your reading and intrinsically through your work. Be sure to think about the research process and the types of writing it involves. What is your current understanding of the research process? How well did you do with the outcomes of the course? What have you learned this semester, even if it wasn't expected (by you or me)?

Step back from your assignments and look at the "big picture" of the course. Review the Course Syllabus to recall how your assignments were designed to fit together. Then, **write a letter to your instructor asserting how well you achieved the course outcomes.** The letter format affords more casual language than a formal essay, but it constrains you to a smaller number of pages. Consider what you think is worth emphasizing about your experiences this term.

TABLE 1. Evaluation Rubric for Course Audit

	OUTCOMES	RESEARCH
Excellent	Connects outcomes to growth as writer, uses coursework for support	Evaluates how writer's work on research process connects with writing abilities or academic progress
Adequate	Demonstrates achievement of course outcomes	Illustrates understanding of research process as one of genuine inquiry
Poor	Fails to address course outcomes	Omits discussion of research process

2. PROCEDURE

Brainstorm: Review the course outcomes listed on the syllabus. Which of the outcomes have you accomplished this semester? What did you do this semester that proves you met those goals?

Organize: Find specific examples of each course outcome in the material you have created for this class.

Write: Draft a letter that explains how you met the outcomes and refers to the examples you came up with. This letter will be read by your instructor and possibly by a program assessment committee from the Department of Writing and Rhetoric. In other words, your audience is familiar with the expectations and terminology used in Comp II at UCF. You should refer to the expectations and use the terminology, rather than taking time to define them.

Revise: Double-check your document organization and goals. Make sure you address each outcome and support yourself with specific, convincing evidence. If you claimed that this course or your instructor has completely changed your life or made you the Bestest. Writer. Ever™, please revise. This document is not designed to inflate my ego or earn you an A. Instead, it exists to show me where to find evidence that you've achieved the course's goals. Stay focused.

Compile: Assemble all the supporting material to prove your case. At a minimum, you should include revised versions of the three major assignments you have already completed (Proposal, Secondary Research Report, Primary Research Report). If any minor assignments or other material helps illustrate you achieved the course outcomes, include them, as well.

3. EVALUATION

The focus of the assignment is to get you to take a broad view of the content and goals of the course. If you are able to address the course content and comment on your experiences within it, you will have done your job. The rubric included in Table 1 provides evaluation details.