

Date: October 13, 2009

To: Committee on General Education and Intercollegiate Programs

From: Thomas G. Plymate, Head
Department of Geography, Geology, and Planning

Subject: Assessment of GLG 358—Writing II: Reporting Geological Information

PART I. WRITTEN AND SIGNED STATEMENT BY PROGRAM COORDINATOR

Item A. Overview of How the Course Contributes to the Aims and Goals of the Missouri State General Education Program.

As a Writing II course, GLG 358 is designed to satisfy part of the “Basic Required Skills” component of the Missouri State University General Education program. Specifically, this course is intended to develop technical reporting skills (both written and oral) which will be of benefit to the geology student throughout his/her educational and professional careers. The specific goals of this course are as follows:

- Develop ability to find and access detailed geologic information using the *Bibliography and Index of Geology* and other printed bibliographies. (General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, II.A.1, II.A.2)
- Develop ability to find and access detailed geologic information using *GeoRef* and other online bibliographies. (General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, I.D.2, II.A.1, II.A.2)
- Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. (General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5)
- Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. (General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, I.D.3, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5)
- Develop ability to write with clarity and precision about geologic subjects. (General Education Goals I.C.3, I.D.1)
- Develop ability to properly cite sources of geologic information using the styles of the Geological Society of America and the U.S. Geological Survey. (Gen. Ed. Goal I.D.1)
- Develop ability to clearly and precisely abstract a complex body of geologic information. (General Education Goal I.D.1)
- Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. (General Education Goals I.B.5, I.D.1, I.D.2, I.D.3)
- Develop ability to speak with clarity and precision about geologic subjects in front of an audience. (General Education Goals I.C.3, I.D.1)
- Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience. (General Education Goals I.B.5, I.D.1, I.D.2, I.D.3)

In Part III of this portfolio we illustrate these same relationships between the course goals and the goals of the General Education program in tabular form in the required “CGEIP Oversight Table.”

Item B. Description of How the Course’s Assessment Plan Has Been Used to Ensure the Course Meets the General Education Goals, to Make Changes in the Course, and to Improve the Course.

The course Assessment Plan is described in detail in Part IV of this portfolio. The primary assessment instrument is an Assessment Questionnaire administered by the course instructor (who also happens to be the Department Head) as an in-class activity near the end of each semester. The relationships between the assessment questions, the course goals, and the General Education goals are enumerated in Part IV.

We have made only one substantive change to the content of GLG 358 since the course was approved for inclusion in the current General Education program. We now require our students to use PowerPoint for

their third oral presentation, rather than 35 mm slides. The purpose of the third oral presentation has always been to simulate the type of presentation that is given at a national or regional meeting of a professional geological society, and most professional presentations at geological societies are now given with PowerPoint.

We strive to monitor the relevance and quality of the curriculum of GLG 358 very closely, both through our Assessment Survey and through formal and informal feedback from our alumni. To date, the feedback received has been quite positive, so we are planning no significant changes to this course at this time.

Item C. Description of How the Department Ensures that All Faculty Teaching the Course Understand and Incorporate General Education Goals into Their Sections.

Since its conversion to a Writing II course and its inclusion in the current General Education program, GLG 358 has been taught by only one person, Dr. Thomas G. Plymate. There are no plans for anyone other than Dr. Plymate to teach GLG 358 for the foreseeable future. As a former chair of the Committee for General Education and Intercollegiate Programs, Dr. Plymate understands and is committed to incorporating the goals of General Education into this course.

PART II. POLICY STATEMENT/SYLLABUS

We offer only one section of GLG 358 each academic year. The Policy Statement/Syllabus used in Fall 2009 follows.

DEPARTMENT OF GEOGRAPHY, GEOLOGY, AND PLANNING

GLG 358

Instructor: Thomas G. Plymate

Writing II: Reporting Geological Information

Office: Temple 358

Fall 2009

**Office Hours: 9:00-11:00 MW;
9:00-10:00 F**

I. CATALOG DESCRIPTION:

GLG 358 Writing II: Reporting Geological Information. 3(1-4) S. Prerequisite: ENG 110 and 30 hours and GLG 314 and either GLG 318 or GLG 332. Techniques and strategies for locating and accessing technical geological information. Preparation of technical reports and presentations on geologic topics with emphasis on the styles and formats of the Geological Society of America and the United States Geological Survey.

II. COURSE OBJECTIVES AND GOALS:

As a Writing II course, GLG 358 is designed to satisfy part of the “Basic Required Skills” component of the Missouri State University General Education program. Specifically, this course is intended to develop technical reporting skills (both written and oral) which will be of benefit to the geology student throughout his/her educational and professional careers. The specific goals of this course are as follows:

- Develop ability to find and access detailed geologic information using the *Bibliography and Index of Geology* and other printed bibliographies. (General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, II.A.1, II.A.2)
- Develop ability to find and access detailed geologic information using *GeoRef* and other online bibliographies. (General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, I.D.2, II.A.1, II.A.2)
- Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. (General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5)
- Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. (General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, I.D.3, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5)
- Develop ability to write with clarity and precision about geologic subjects. (General Education Goals I.C.3, I.D.1)
- Develop ability to properly cite sources of geologic information using the styles of the Geological Society of America and the U.S. Geological Survey. (Gen. Ed. Goal I.D.1)
- Develop ability to clearly and precisely abstract a complex body of geologic information. (General Education Goal I.D.1)
- Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. (General Education Goals I.B.5, I.D.1, I.D.2, I.D.3)
- Develop ability to speak with clarity and precision about geologic subjects in front of an audience. (General Education Goals I.C.3, I.D.1)
- Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience. (General Education Goals I.B.5, I.D.1, I.D.2, I.D.3)

III. COURSE ASSESSMENT:

As with all General Education courses, GLG 358 will be assessed periodically to determine how effectively it is meeting the goals and objectives of the General Education Program. To help in that assessment, at the end of the course I will ask for your feedback on a questionnaire about the strengths and weaknesses of this course.

IV. REQUIRED TEXTS AND SUPPLEMENTAL MATERIALS:

The following texts are required for this course:

- a. Hansen, W.R. (ed.), 1991, *Suggestions to Authors of the Reports of the United States Geological Survey (7th ed.)*, United States Government Printing Office.
- b. Bates, R.L. and Jackson, J.A. (eds.), 1984, *Dictionary of Geological Terms (3rd ed.)*, American Geological Institute.
- c. Walsh, J. Martyn and Walsh, Anna Kathleen, 1987, *Plain English Handbook (9th ed.)*, Random House.
- d. Hacker, D., 2008, *A Pocket Style Manual (5th ed.)*, Bedford/St. Martin's.
- e. A good dictionary of the English language.

The following supplemental texts will be available for GLG 358 in the back of Temple Hall 331:

- a. Bates, R.L., 1988, *Writing in Earth Science*, American Geological Institute.
- b. Cochran, W., Fenner, P., and Hill, M. (eds.), 1979, *Geowriting: A Guide to Writing, Editing, and Printing in Earth Science (3rd ed.)*, American Geological Institute.

V. COURSE REQUIREMENTS:

There will be ten writing assignments, varying in length from 100 to 2500 words. The due dates for these assignments are spaced more-or-less evenly throughout the semester; there is no single "term paper" or "portfolio" due at the end of the course. Each student will also be required to make oral presentations summarizing three of their papers. These oral presentations will vary in length from 5 to 12 minutes.

VI. GRADING:

Each of the 13 assignments (10 writing assignments, 3 oral presentations) will be given a letter grade. At the end of the semester, the letter grades will be converted to numbers as follows: A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50. Each student's course average will be calculated by whichever of the following "plans" yields the higher grade:

Plan A—Raw Average: Your course grade will be based on the simple, unweighted average of your grades on the thirteen assignments.

Plan B—Weighted Average: Your course grade will be based on a weighted average of your grades on the thirteen assignments using the following weighting factors:

Papers 1, 2, & 3 and Oral Presentation I	x1
Papers 4, 5, 6, & 7 and Oral Presentation II	x2
Papers 8, 9, & 10 and Oral Presentation III	x3

Each student's course grade will then be determined from their course average according to the following scale:

92.50 and above	A	77.50 to 79.99	C+
90.00 to 92.49	A-	72.50 to 77.49	C
87.50 to 89.99	B+	70.00 to 72.49	C-
82.50 to 87.49	B	67.50 to 69.99	D+
80.00 to 82.49	B-	60.00 to 67.49	D
59.99 and below	F		

VII. MISSED DEADLINES:

You have one "free late" in this course; you may use it either on a writing assignment or on an oral presentation. If you use your "free late" on a writing assignment, that paper will be accepted without penalty for up to one week after its original due date. Similarly, if you use your "free late" on an oral presentation, you can reschedule that presentation for any time up to one week after the original date with no penalty. After you have used your one "free late", no excuse, no matter how legitimate, will be sufficient to justify missing a deadline. The penalty for the second missed deadline is 50% of the grade for that assignment. The penalty for the third missed deadline is a grade of "0" for that assignment. The penalty for a fourth missed deadline is a grade of "F" for the course.

Each paper will be assigned with very specific requirements for length, references (type and minimum number), illustrations (type and minimum number), and format. If your paper does not conform to these specifications it will be returned for rewriting and it will be counted as a missed deadline.

VIII. PROOFREADING:

You are expected to proofread each of your papers thoroughly and carefully before handing them in. All uncorrected typographical errors will be graded as spelling errors. (Note: It is acceptable to correct typographical errors in pencil, and you are encouraged to do so.)

IX. ATTENDANCE POLICY:

You are expected to attend all of your courses regularly. Attendance will be kept, as required by university regulations, for verification of attendance status in relation to student loans, grants, scholarships, etc. Your attendance will not figure directly into the computation of your grade for this course, but it will be virtually impossible for you to learn the material of this course without attending regularly.

X. ACADEMIC INTEGRITY POLICY

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Cheating on exams is a very serious offense and will be dealt with accordingly in this course. The first occurrence of cheating by a student in this course will result in a grade of "0%" being assigned for the exam in question, and this "0%" grade will be averaged in with that student's other exam scores. (Note: a "0%" grade received for cheating on an exam cannot be replaced by taking the comprehensive make-up exam.) A second occurrence of cheating by the same student will result in the instructor initiating the procedure for assigning an "XF" grade for the course.

XI. DROPPING THE COURSE

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the [Office of the Registrar](#) at 836-5520.

XII. NONDISCRIMINATION

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

XIII. DISABILITY ACCOMMODATION POLICY

Any student with a physical or learning disability which he or she feels may affect performance in this course should arrange to meet with the instructor as soon as possible to discuss his/her individual situation.

For further information about services available to students with disabilities, or to request academic accommodation for a disability, contact the Director of Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lcd>.

XIV. EMERGENCY RESPONSE POLICY

Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

For additional information students should contact the Office of Disability Services, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576.

For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: <http://www.missouristate.edu/safetran/erp.htm>

XV. POLICY ON USE OF CELL PHONES IN CLASS

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

COURSE OUTLINE—GLG 358—Fall 2009

WRITING ASSIGNMENTS:

1. Topic: "Why I Decided to Become a Geologist"
Emphasis: Organization of thoughts, mechanics of writing, format
Length: 500-750 words (2 pages)
2. Topic: Structural and grammatical analysis of an article published in *GSA Today*
Emphasis: Mechanics of writing
Length: 500-750 words (2 pages)
3. Topic: Feature article from *Earth* magazine with Public Affairs implications
Emphasis: Extracting the important information from a published article without plagiarizing, finding additional information from other sources within the popular media, comparing and contrasting presentations from various sources, citing references
Length: 750-1000 words (3 pages)
4. Topic: Chosen by student from a list of location-specific geologic topics
Emphasis: Finding references to a particular geologic topic in the technical literature using the online bibliography and index *GeoRef*, organizing and integrating information from multiple sources, citing and quoting references according to the GSA/USGS format
Length: 1000-1500 words
5. Topic: Resume and cover letters
6. Topic: Revision of Paper 4
Emphasis: Mechanics of writing (paragraph organization, sentence structure, grammar, punctuation, etc.); comparison of GSA/USGS, APA, MLA, and Chicago formats for citing references
7. Topic: Chosen by student from a list of process-specific geologic topics
Emphasis: Finding references to a particular non-location-specific topic using *GeoRef*, headings and subheadings, introduction and conclusions, illustrations
Length: 1000-1500 words
8. Topic: Abstract of an article published in *Geology*
Emphasis: The art of abstracting
Length: 100-200 words
9. Topic: Edited and abstracted revision of Paper 7
Emphasis: Editing
Length: 1500-2000 words
10. Topic: Chosen by student
Emphasis: "Putting it all together"
Length: 2000-2500 words

ORAL PRESENTATIONS:

1. Topic: Same as Paper 4/6
Length: 5 minutes
No visual aids
2. Topic: Same as Paper 7/9
Length: 8-10 minutes
Illustrated with overhead transparencies
3. Topic: Same as Paper 10
Length: 10-12 minutes
Illustrated with PowerPoint

PART III. CGEIP OVERSIGHT TABLE

The following “General Education Course Review” table illustrates how the goals of GLG 358 are linked to specific goals of the Missouri State University General Education program.

General Education Course Review

GLG 358—Writing II: Reporting Geological Information

GENERAL EDUCATION GOAL	COURSE GOAL
Part One: Intellectual Abilities and Dispositions	
A. Conceptual and Practical Understanding of Modes of Learning, Problem-Solving and Creative Inquiry	
B. Information-Gathering, Reasoning, and Synthesizing Abilities	
1. Skill in formulating questions and in setting goals for inquiry.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies.
2. Knowing how and when to make generalizations and value judgments.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
3. Skill in generating and evaluating observations and evidence.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
4. Skill in making deductive inferences.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
5. Ability to use relevant quantitative methods.	<ul style="list-style-type: none"> • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
C. Reflective, Creative, and Critical Dispositions	
1. Striving to be well informed and open-minded.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography</i>

	<p><i>and Index of Geology</i> and other printed bibliographies.</p> <ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies.
2. Looking for multiple possibilities and being able to deal with ambiguity.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
3. Striving to achieve one's best with persistence and imagination.	<ul style="list-style-type: none"> • Develop ability to write with clarity and precision about geologic subjects. • Develop ability to speak with clarity and precision about geologic subjects in front of an audience.
4. Willingness to make choices and to evaluate those choices.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
5. Intellectual self-awareness: being conscious of one's own thinking process, including the cultural and social contexts of that thinking.	
D. COMMUNICATION SKILLS	
1. Writing and speaking with clarity and precision for diverse audiences.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. • Develop ability to write with clarity and precision about geologic subjects. • Develop ability to properly cite sources of geologic information using the styles of the

	<p>Geological Society of America. and the U.S. Geological Survey.</p> <ul style="list-style-type: none"> • Develop ability to clearly and precisely abstract a complex body of geologic information. • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to speak with clarity and precision about geologic subjects in front of an audience. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
2. Making use of computers and other technological tools	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
3. Interpreting and communicating visual information	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps. • Develop ability to clearly and precisely illustrate a subject graphically within a geologic report. • Develop ability to clearly and precisely illustrate a geologic subject visually in front of an audience.
<u>Part Two:</u>	
<u>Knowledge and Understanding</u>	
A. UNDERSTANDING THE NATURAL WORLD	
1. Knowledge of the physical Universe, including its origin and the physical laws governing it.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography and Index of Geology</i> and other printed bibliographies. • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
2. Knowledge of living systems, including their nature, organization, and evolution.	<ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using the <i>Bibliography</i>

	<p><i>and Index of Geology</i> and other printed bibliographies.</p> <ul style="list-style-type: none"> • Develop ability to find and access detailed geologic information using <i>GeoRef</i> and other online bibliographies. • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
3. Understanding the history and methods of scientific inquiry and alternative explanations of the natural world.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
4. Understanding the multiple influences on scientific inquiry and the consequences of science and technology.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
5. Understanding the ways human choices affect the earth and living systems and the responsibilities of individual citizens and communities to preserve global resources.	<ul style="list-style-type: none"> • Develop ability to interpret detailed geologic information presented in text formats, including formal geologic reports and abstracts. • Develop ability to interpret detailed geologic information presented in visual formats, including graphs, cross-sections, and geologic maps.
B. UNDERSTANDING OF CULTURE AND SOCIETY	
1. Knowledge of the many expressions of culture, including <ul style="list-style-type: none"> • Understanding the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time. • Ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race • Familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact • Awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure. 	
2. Understanding the sources and expression of diverse values throughout the world, including	

ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities.	
3. Ability to trace the impact of technology on societies and cultures for diverse audiences.	
4. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship.	
5. Understanding the role of government regulation and of legal requirements, political processes, and financial and economic influences on decisions of individuals and society.	
C. SELF-UNDERSTANDING	
1. Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet.	
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being.	
3. Knowledge of individual physical, emotional, intellectual, social, historical, spatial, and cultural matrices into which the individual is born; and the influence of the unique set of experiences which the individual encounters.	
4. Ability to perceive one's own being not only from cognitive perspectives but also from those perspectives which come from exposure to and creative vision of the arts – to imagine the possibilities the future holds and to develop responsible goals for interactions with others, modes of personal expression, and roles in improving the world.	

PART IV. ASSESSMENT PLAN

When GLG 358 was proposed for inclusion in the current General Education program, we included the following statement concerning how the course would be assessed:

Our primary technique for assessing the success and value of GLG 358 is to listen carefully to the feedback we get from our students who have taken the course. This feedback comes in three forms: (1) written responses to the questions asked on the Course Evaluation administered at the end of each semester, (2) verbal responses to questions asked by the department head in his yearly exit interviews of graduating seniors, and (3) informal comments volunteered by alumni, most frequently in response to our departmental newsletter *GeoNews*. For more than a decade, feedback concerning GLG 358 has been overwhelmingly positive from all three of these sources. A number of our alumni who are employed as professional geologists have indicated that they consider GLG 358 to be the most useful course of their entire college career.

In Spring 2000, we formalized Item #1 of this Assessment Plan by composing a “GLG 358 Assessment Survey.” This Assessment Survey includes specific questions asking the students for their perception of how effectively this course satisfied its goals. (A copy of our GLG 358 Assessment Survey is follows.) The Assessment Survey is administered by the course instructor (who also happens to be the Department Head) during regularly scheduled class time near the end of the semester—usually during the next-to-last week of the semester.

Our GLG 358 Assessment Survey was developed before the CGEIP Oversight Table was developed. Therefore, there is not a simple one-to-one correlation between our assessment questions and the individual subsections on the Oversight Table. (We chose not to modify our Assessment Survey so as to preserve the longitudinal integrity of the responses.) However, we feel it is fairly simple to interpret the feedback we receive on these assessment questions in terms of the specific goals enumerated in the CGEIP Oversight Table, as follows:

- Assessment Question #1
 - Course Goals # 1 & 2
 - General Education Goals I.B.1, I.C.1, I.C.2, I.D.1, I.D.2, II.A.1, II.A.2
- Assessment Question #2
 - Course Goals # 3 & 4
 - General Education Goals I.B.2, I.B.3, I.B.4, I.C.2, I.C.4, I.D.1, I.D.3, II.A.1, II.A.2, II.A.3, II.A.4, II.A.5
- Assessment Question #3
 - Course Goals # 5, 6, & 7
 - General Education Goals I.C.3, I.D.1
- Assessment Question #4
 - Course Goals # 5, 6, & 7
 - General Education Goals I.B.5, I.C.3, I.D.1, I.D.2, I.D.3
- Assessment Question #5
 - Course Goals # 5, 6, & 7
 - General Education Goals I.B.5, I.D.1, I.D.2, I.D.3

Feedback obtained from administration of this assessment survey over the past six years is summarized in the Appendix. (We understand that results of the assessment activity are not required as part of this portfolio. Nonetheless, we are including this summary because we feel that the responses from the GLG 358 students, particularly in response to Questions #6 and 7, may be useful in the ongoing discussion of the value of discipline-based Writing II courses.)

In Spring 2003 we formalized Item #3 of this Assessment Plan as part of a survey we conducted of all 350 individuals who have graduated from our B.S.—Geology program since its inception. Of the 104 alumni who responded to that survey, thirty-three (31.7%) specifically identified GLG 358 as one of the individual courses that had proved to be most useful in preparing them for their career.

GLG 358 -- Assessment Survey

1. To what extent do you feel that GLG 358 has increased your ability to find and access detailed geologic information?

- a. to a very great extent
- b. to a significant extent
- c. somewhat
- d. not significantly
- e. not at all

Please elaborate:

2. To what extent do you feel that GLG 358 has increased your ability to interpret detailed geologic information?

- a. to a very great extent
- b. to a significant extent
- c. somewhat
- d. not significantly
- e. not at all

Please elaborate:

3. To what extent do you feel that GLG 358 has increased your ability to write with clarity and precision?

- a. to a very great extent
- b. to a significant extent
- c. somewhat
- d. not significantly
- e. not at all

Please elaborate:

4. To what extent do you feel that GLG 358 has increased your ability to speak with clarity and precision in front of an audience?

- a. to a very great extent
- b. to a significant extent
- c. somewhat
- d. not significantly
- e. not at all

Please elaborate:

5. To what extent do you feel that GLG 358 has increased your ability to communicate visual information?

- a. to a very great extent
- b. to a significant extent
- c. somewhat
- d. not significantly
- e. not at all

Please elaborate:

6. How useful do you feel that the knowledge and skills acquired in GLG 358 will be in your career as a geoscientist?

- a. very useful
- b. fairly useful
- c. somewhat useful
- d. not very useful
- e. not at all useful

Please elaborate:

7. For your specific educational goals and objectives, how would you compare the usefulness of GLG 358 versus a second English composition/writing course taught through the English Department?

- a. GLG 358 is much more useful.
- b. GLG 358 is somewhat more useful.
- c. about the same
- d. GLG 358 is somewhat less useful.
- e. GLG 358 is much less useful.

Please elaborate:

PART V. ENROLLMENT DATA

GLG 358 was designed and has always been intended to serve a very limited audience: comprehensive B.S. majors in geology. Some of our non-comprehensive B.S. geology majors use this course for their Writing II requirement as well, and from time to time we have had one or more students with a geology minor and a closely related major. Enrollments for the past five years are as follows:

Fall 2005	7
Fall 2006	7
Fall 2007	12
Fall 2008	8
Fall 2009	13

Appendix – Responses to GLG 358 Assessment Questionnaire

GLG 358 Assessment Survey Results

Question 1. To what extent do you feel that GLG 358 has increased your ability to find and access detailed geologic information?

<p>a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)</p>	<p>AVERAGE RESPONSE FROM GLG 358 STUDENTS</p> <p>Spring 2000: 3.57 Spring 2001: 3.83 Spring 2002: 3.89 Spring 2003: 3.83 Spring 2004: 3.67 Fall 2005: 3.57 Fall 2006: 3.50 Fall 2007: 3.64 Fall 2008: 3.57 Average: 3.67</p>
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Comments:

- Until this semester I did not realize how easy it is to find information on all areas of geology, nor did I know where to begin looking
- I could use the library more effectively.
- The class forced me to go to the library and find information on several topics.
- I never really used the library before
- Coming into this class, I had no idea how to do geologic research. I feel very confident now.
- Assignments require a great deal of research materials from the library.
- I really know how to find detailed information about specific topics now.
- Before this class I was familiar with the library, but definitely not to the extent I am now.
- I had no idea how to conduct research. I anticipate having a great advantage over other graduate students next year.
- To be honest, I never really searched for detailed geologic information before this class. Dr Plymate's library tour and handout made it relatively easy.
- GLG 358 has helped me use the resources in the library by showing me where they are and how to use them.
- GLG 358 has taught where and how to find important information in our library and from other sources.
- Before this class I was unsure as to where I needed to go in the library to find geology information. Now I know exactly where to find information and how to find it.
- I think this class increased my ability to find the references I need to do significant writing.
- This class has made me more aware of the resources within our library, as well as broadened my knowledge of referencing scientific journals.
- I learned a lot about researching and utilizing library resources.
- I am able to find journal articles and government documents, which I couldn't do well in the past.
- I am well acquainted with the QE section of the library now.
- I now know more about how I can find sources for reports.

Appendix – Responses to GLG 358 Assessment Questionnaire

- My ability to find and use information has greatly improved.
- I know the library much better than before. I can now use the online catalog to find items in the library.
- I previously had basically no idea how to find and access detailed geologic information. I feel that I can find anything now.
- I have used many different resources to find relevant geologic information for this course. I previously had no knowledge of many of these resources.
- I've never used the library this much in my life. Also, I feel I am better at interpreting scientific papers.
- Working with journals mainly. Never had I had experience with those references which are very important in any scientific field.
- I did not use any new methods for research that I have not used before. Helped practice the methods; maybe can find information a little quicker now.
- I didn't even know about GeoRef and had never used the library save for studying.
- Since I had not been in school for a while I found it really helpful to re-learn this.
- I now know how to find what is needed.
- I know how to locate it in the library more effectively now.
- Did not previously look into online journals or magazine publications for research.
- I am more aware of how to find the information I need.
- I know where to look in the library and how to look online.
- I learned about resources offered by the library and got lots of practice.
- I was not sure how to use the library system to find geologic information.
- Didn't even know we had a library at first.
- Necessity is the best teacher.
- More avenues of research...
- I know how to research and find good sources.
- We went to the library and were able to look for sources.
- Learned more how to use our library.

Appendix – Responses to GLG 358 Assessment Questionnaire

Question 2. To what extent do you feel that GLG 358 has increased your ability to interpret detailed geologic information?

<p>a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)</p>	<p>AVERAGE RESPONSE FROM GLG 358 STUDENTS</p> <p>Spring 2000: 3.29 Spring 2001: 3.67 Spring 2002: 3.33 Spring 2003: 2.50 Spring 2004: 2.50 Fall 2005: 3.14 Fall 2006: 3.17 Fall 2007: 3.09 Fall 2008: 2.86 Average: 3.06</p>
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Comments:

- I have been able to read very technical articles on geology and put that in terms which my fellow classmates can understand.
- It exposed me to realms of geology I didn't know existed.
- By reading papers, interpreting data became easier as time went by.
- I had to try to understand the geologic information before I could write a paper or discuss the material.
- Needed various sources and had to put it all together.
- This was very useful because I'd never really read the actual literature before.
- The level of subjects covered forces in-depth analysis of material.
- It was tough, but I learned a lot of good geologic information through extensive research.
- Writing/presenting different geologic topics in this class has provided me with the opportunity to read and interpret journal articles.
- This class forced me to decide what information was most significant in each article I read.
- I had no real experience with detailed geologic information before this class.
- Detailed geologic information takes a degree of prior knowledge of the subject to fully understand. This class has taught me how to find this supplemental information that can help a person better understand a geologic paper.
- Not only did we get to read several geologic papers, we also got an explanation for what they mean. I feel that I can now go read a scientific paper and understand it much better than I did before I had this class.
- I feel that this class helped me in my methods of processing concepts of geology that I am already comfortable with.
- Wasn't sure I had enough geologic experience when I entered the class. Now I know I do.
- It has helped me to critique journal papers better.
- I'm used to reading several papers at once.
- The class has allowed for a more objective opinion when reading or reviewing geologic information
- The class forces students to sort through information they have no previous knowledge of and use it effectively.
- Teaching to others what I have learned has increased my ability to process and retain detailed geologic information.

Appendix – Responses to GLG 358 Assessment Questionnaire

- Never wanted to touch scientific articles before. They aren't so bad though.
- Just by the fact of reading so much more information than I have in the past.
- I feel I can find papers much easier now.
- Since this is a class on writing, all of the scientific information was up to us to figure out for ourselves.
- Some research information obtained was above my knowledge of the subject.
- I don't always feel like I know what is being addressed, but I am better than before the class.
- I can read geologic papers now without dreading them as well as knowing where to go to get help with the details.
- Seeing the large number of various topics covered and interpretations through time help to make future conclusions.
- Some.
- Read for hours and hours and got lots of practice.
- Practice reading and analyzing geologic papers.
- Reading reports constantly helps a lot.
- More areas of study.
- I know what to look for now.
- Allowed me to think about more information.
- The oral presentations were very helpful.

Appendix – Responses to GLG 358 Assessment Questionnaire

Question 3. To what extent do you feel that GLG 358 has increased your ability to write with clarity and precision?

<p>a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)</p>	<p>AVERAGE RESPONSE FROM GLG 358 STUDENTS</p> <p>Spring 2000: 3.57 Spring 2001: 3.83 Spring 2002: 3.33 Spring 2003: 3.67 Spring 2004: 3.00 Fall 2005: 2.86 Fall 2006: 3.50 Fall 2007: 3.45 Fall 2008: 3.29 Average: 3.39</p>
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Comments:

- I think my writing skills have increased greatly from this course.
- I learned to report data in a more logical manner.
- I learned more about presenting information precisely and clearly.
- The professor lets very little slide.
- I thought I was a descent writer, but I found a few errors I made.
- We diagram sentences and find better ways to present ideas to an audience.
- Especially technically.
- It was much more beneficial than my bullshit freshman comp. class.
- I have found that being a wordy person I have trouble being clear and concise, but this class has taught me that sometimes short and to the point is better.
- My writing has become more concise.
- When we began the course it was obvious that our writing skills were poor. With this course I feel that the rest of the class and I have greatly improved our skills.
- I had a Writing II class in the English Department and it was nowhere near as good as this one.
- I think my writing improves little by little.
- I feel much more confident about my ability to produce a respectable scientific paper.
- I learned a lot about writing concisely and organizing.
- It's amazing how writing all sentences in active voice helps!
- Lectures on effective ways to write materials were very helpful.
- Greatly improved my writing ability.
- The course was much more demanding and in depth than my Writing II class. Precision in language was always required for this course.
- I write more to the point now...not so flowery.
- Anything is better than before. The class editing was a great help.
- I believe you try to instill excellent writing skills throughout the course.
- I don't feel I learned too much in my Writing I; but coming out of this course I feel I have greatly improved.
- I have taken from this class the lesson that you can never proofread a paper enough.

Appendix – Responses to GLG 358 Assessment Questionnaire

- No matter what type of paper or letter I am writing (outside of class) I often refer back to what I've learned in this class.
- I think more about what I want to say.
- I know some new techniques as well as how to word effective sentences in my papers.
- I still may not write well, but it is better.
- I have learned the most effective way to communicate my ideas.
- Has taught me the importance of revision.
- I am a bad writer, but this course really helped.
- Practice makes perfect.
- I learned the rules for things I had always done intuitively.
- Less is more...
- I was already decent at writing, but now I can write for geology.
- With each paper and with Plymate's marks made me write better.
- Learned how to organize a paper.

Appendix – Responses to GLG 358 Assessment Questionnaire

Question 4. To what extent do you feel that GLG 358 has increased your ability to speak with clarity and precision in front of an audience?

<p>a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)</p>	<p>AVERAGE RESPONSE FROM GLG 358 STUDENTS</p> <p>Spring 2000: 3.14 Spring 2001: 3.67 Spring 2002: 2.89 Spring 2003: 3.17 Spring 2004: 2.83 Fall 2005: 3.29 Fall 2006: 2.17 Fall 2007: 2.91 Fall 2008: 3.29 Average: 3.04</p>
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Comments:

- I have has a public speaking course, but this course has enhanced my public speaking skills even more. I am starting to reach that point where I feel comfortable and less nervous.
- The more technical the material the more tense and flustered I become.
- I became less nervous with every presentation.
- I still need more work.
- I am much more at ease and confident with my speaking abilities. A professional manner was expected from us at all times.
- Progression from simple to complex presentations was beneficial.
- It was much more beneficial than my bullshit Com 115 course. I'm still waiting for my refund.
- Public speaking class was unable to help me. I just don't like talking in front of people.
- This is something I will never be good at until I am completely interested in my topic.
- GLG 358 has helped me overcome speaking in front of an audience.
- My first presentation was not that good. I was extremely nervous. But the more I did it, the more relaxed and better I got.
- Practice makes perfect.
- Still nervous, but feel better prepared.
- These were my first presentations.
- That will only come with lots and lots of practice.
- Repeated presentation helped handling stresses associated with speech.
- I have developed a new-found confidence as well.
- I'm just bad at this, and I need more practice.
- I messed up on every one.
- Still get nervous, but enthusiastic about the topic, just need more practice. It's not anything one can learn in a class, just got to do it.
- My first presentation I was terrified, but come the last (and longest) I was very comfortable.
- Although we did do presentations, with such a small audience, it was somewhat informal, so I am still unsure about larger groups.
- I am more comfortable and confident.

Appendix – Responses to GLG 358 Assessment Questionnaire

- I am still not as good as I could be.
- I still get nervous, but I feel more confident and that from beginning to end I got more clear and precise.
- The multiple presentations help to feel comfortable in front of an audience.
- I have learned the effective way of giving a scientific PowerPoint presentation.
- Three presentations!
- Practice, practice, practice.
- Good practice.
- I got more confident and relaxed as the semester went on.
- At the end of the semester it was easier for me to present information.
- Oral presentation was hard for me but really helpful.

Appendix – Responses to GLG 358 Assessment Questionnaire

Question 5. To what extent do you feel that GLG 358 has increased your ability to communicate visual information?

a. to a very great extent (4) b. to a significant extent (3) c. somewhat (2) d. not significantly (1) e. not at all (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS Spring 2000: 3.29 Spring 2001: 3.67 Spring 2002: 3.33 Spring 2003: 3.67 Spring 2004: 3.33 Fall 2005: 3.14 Fall 2006: 2.33 Fall 2007: 2.82 Fall 2008: 2.71 Average: 3.14
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Comments:

- The use of overheads has helped a great deal in visually communicating the content in our speeches.
- Some visual aids speak for themselves.
- I learned a lot from grading others on those types of things.
- The use of maps and charts in appropriate places has been learned.
- Especially being able to describe what was on overheads and through use of PowerPoint.
- I have never used PowerPoint, but now I have a working knowledge of the program. I know now how to prepare slides that look professional and illustrate my message.
- GLG 358 has given me new ideas on how to verify my visual aids.
- The use of various visual aids in this course has helped me gain experience in presenting.
- Visual information is easier for the audience to understand and is explained much easier too.
- I had never been required to use many visual aids. I now feel I have broadened my skills greatly.
- Learning how to utilize PowerPoint and overheads was very helpful.
- PowerPoint and overheads were good practice.
- I hadn't used PowerPoint before this class, so that was useful.
- Having opportunity to go through oral, overhead, and PowerPoint was surely useful.
- I felt that I was already fairly good at doing this.
- A new experience.
- I have never made such a complex PowerPoint.
- I have learned what is effective and what is not.
- I know that this part will come as I get more experience.
- I know more about PowerPoint.
- I learned the correct way to introduce and explain figures and tables.
- PowerPoint was used.
- Already could do that.
- Able to show information.
- Tables and figures in papers. Oral presentations.

Appendix – Responses to GLG 358 Assessment Questionnaire

Question 6. How useful do you feel that the knowledge and skills acquired in GLG 358 will be in your career as a geoscientist?

a. very useful (4) b. fairly useful (3) c. somewhat useful (2) d. not very useful (1) e. not at all useful (0)	AVERAGE RESPONSE FROM GLG 358 STUDENTS Spring 2000: 3.57 Spring 2001: 4.00 Spring 2002: 3.78 Spring 2003: 3.67 Spring 2004: 4.00 Fall 2005: 3.43 Fall 2006: 3.67 Fall 2007: 3.91 Fall 2008: 3.57 Average: 3.73
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Comments:

- This course will be a big benefit for me in grad school.
- Reporting data is just as essential as the collection of data.
- I'm not sure how much writing and speaking I will be doing.
- Very useful. I understand the processes involved in presenting a paper.
- The basis of how my ideas will be presented.
- It will be very useful.
- Beyond extremely useful!
- Very practical in our chosen field.
- I have learned an extensive amount of information through this course.
- Learning to write reports as a scientist is very important, especially for a future career as a geoscientist.
- I feel that this has been an appropriate culmination of my undergraduate studies. This class forced me to use what I learned in all my other GLG courses.
- Every job in the geosciences I've looked at states that candidates must have good writing skills.
- Everything learned and taught will some day be a necessity in my career. I will at least have some experience.
- Very, very useful. Knowing how to interpret a scientific paper is very useful. I will definitely use this course as a reference in my future career. I will remember a lot.
- I feel that it will provide the minimum skills for my career.
- My confidence in conveying geologic information to educated individuals has increased greatly thanks to this course.
- Almost all of the materials can be applied to my future career.
- I think this course prepares you for doing research. I would recommend it to all scientists.
- The job I will be starting uses presentation to companies, but I will not be a part of that for a long time.
- Probably always have to present information in a clear and effective manner (that is if I get a decent job).
- I feel I can now write a competent paper as a geologist.
- Since writing is an important function of almost any career, I am sure this class will prove beneficial.

Appendix – Responses to GLG 358 Assessment Questionnaire

- Being able to write clearly and concisely may propel a career.
- Because I will be able to write better articles about my research.
- I plan on doing research, so knowing how to write and present it will be very useful.
- This information will be essential to almost any job.
- I will need to communicate by oral presentation and will be given written assignments as well.
- Very good practice in research and presentation.
- It is required in the workplace.
- I learned a lot.
- It will be good when I get later on in my career and give presentations.
- I had no idea how to organize and present a geological paper.

Appendix – Responses to GLG 358 Assessment Questionnaire

Question 7. For your specific educational goals and objectives, how would you compare the usefulness of GLG 358 versus a second English composition/writing course taught through the English Department?

<p>a. GLG 358 is much more useful (4) b. GLG 358 is somewhat more useful (3) c. about the same (2) d. GLG 358 is somewhat less useful (1) e. GLG 358 is much less useful (0)</p>	<p>AVERAGE RESPONSE FROM GLG 358 STUDENTS</p> <p>Spring 2000: 4.00 Spring 2001: 4.00 Spring 2002: 4.00 Spring 2003: 4.00 Spring 2004: 4.00 Fall 2005: 4.00 Fall 2006: 4.00 Fall 2007: 4.00 Fall 2008: 3.86 Average: 3.98</p>
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Comments:

- It is much more useful because we are learning how to write scientific papers.
- English Composition sucked!
- 2nd level, along with 1st level, English course is a waste of time.
- Beyond a shadow of a doubt, because of professor's knowledge and teaching style.
- It's geared more for a geologist, so we gain not just writing skills, but also learn a lot about geology.
- For my major, this class prepares me much more for the type of report writing and research I will encounter.
- Another English course couldn't compare to what I've learned this semester.
- GLG 358 is of a much higher level of both research, and writing and I have had the second English course.
- Much more specific/directed. Very applicable to future education (graduate school) or the private sector.
- English Comp classes were useful for techniques and learning to organize information, but they also allowed you to write creatively. GLG 358 teaches you to be precise and concise.
- This class teaches us to write like geologists. A second English comp. course would teach us to write like second-semester freshmen.
- I took English 321 before this class and didn't really learn much.
- I think GLG 358 is more useful because it focuses on scientific writing style.
- This class relates a student to some of the types of information that have been published within their field, and GLG 358 has made a significant advancement in my education.
- Freshman-level English is no good for a geologist.
- I not only learned how to write effectively, I also learned a lot about geology. I feel I can now go into my field and be able to write an effective scientific paper of my own. This class was great, challenging, and extremely useful.
- As a geology major, it is much more useful.
- Without the emphasis on geologic information in this class, I would not have been comfortable submitting any work to a scientific journal.
- The specialization and concentration on a particular area of writing will be very useful in my future.
- A composition course directed at your major is much more useful.

Appendix – Responses to GLG 358 Assessment Questionnaire

- The method of writing I was taught during this semester has been demanding but will be very useful in the real world. The course is tough but I give it an A+++.
- Course materials are more useful for geology major than general writing course.
- For my field, this class was much better and more useful than my Writing II class.
- I took Writing II and the class never met except to turn in one paper and get the assignment for the next.
- This class is infinitely more useful.
- Much harder. I took an English Dept. Writing II course. It was a joke compared to this, and I learned much, much more in this course.
- For a scientific person, this is much better than book reports and meaningless papers about philosophy.
- Excellent for our major; practicing skills useful for our field
- There is no way an ENG II course could teach me the specific geologic stuff that I have learned in here.
- At this point in my life it is very clear to me that I do not wish to write in any other fashion, so specifically in this area is beneficial.
- Scientific writing is completely different from creative writing.
- Because it has more to do with my field of study than regular English work.
- We don't need to write more stuff like short stories, poems, etc. We need to learn how to write to a community that knows if we are BS'ing or not. This class provides that.
- This course is much more useful because it helps teach the correct way to present scientific information.
- I learned GSA formats.
- Very much more useful.
- I needed to learn how to write in my chosen field, not over classics and romantic poems.
- An English version would be tedious and useless.
- So much more useful than a generic class.
- Glad I didn't have to take the English Course.
- Much better able to communicate geologic data.
- Going into the geologic field, this writing style is very helpful.