

# Course Assessment Report - 4 Column

## Great Basin College Courses (ENG) - English

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (ENG) - English - ENG 261 - Intro to Poetry - Intro to Poetry - Demonstrate an understanding of genres, movements, and styles of poetry. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Evaluation of communication with instructor and other students in discussion postings, evaluation of weekly writing assignments, formal Essays evaluated by rubric</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> N/A</p>	<p>05/18/2012 - In week 1, the lecture and reading and writing assignments focused on an overview of poetry and how to cultivate the skills for understanding it. During each subsequent week, the lectures, readings, and assignments focused on a certain aspect of poetry, such as word choice, connotation and denotation, imagery, figures of speech, sound devices, and rhythm. Incorporated into these lessons were readings and discussions of poetic genres and styles. While literary movements were not emphasized as much, we also had lessons on Realism and Modernism and how these movements influenced particular poets. Students wrote weekly discussion postings, response papers, and analysis papers that demonstrated their understanding of genres and styles of poetry.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	<p>05/18/2012 - I plan to continue to use the text and assignments that we had for this class. The text explores these poetic devices and provides representative poems. Our weekly discussions or writing assignments indicated to me that students were gaining a solid understanding of how poets use these devices and how they contribute to a poem's meaning.</p>
<p>Courses (ENG) - English - ENG 261 - Intro to Poetry - Form and Pattern in Literary Work - Recognize and evaluate form and pattern in literary works and identify their contribution to the work and its meaning. (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Formal Essays evaluated by rubric, evaluation of communication with instructor and other students in discussion postings, evaluation of weekly writing assignments</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> N/A</p>	<p>05/18/2012 - We covered form and pattern later in the semester after students had the opportunity to learn about the poetic devices discussed above. By the time students were formally studying form, they already had a solid background in reading both closed and open forms of poems. We spent about two and a half weeks on the formal study of form, and students wrote discussion postings as well as a paper on form. They chose a closed form poem to rewrite as an open form, and vice versa.</p> <p><b>Criterion Met:</b> N/A</p>	<p>05/18/2012 - Each student wrote in discussion postings and/or messages to me that they learned a great deal from studying form. Prior to their study in this class, some students only preferred open form, while others only preferred closed form. The students indicated that the lectures, readings, and assignments had given them a broader understanding of how form contributes to a poem. They all thought the assignment to rewrite a</p>

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		<b>Reporting Period:</b> 2011-2012	poem in a different form was a good learning experience. So, I plan on using these lessons again.
Courses (ENG) - English - ENG 261 - Intro to Poetry - Literary Devices - Recognize and evaluate how literary devices, such as word choice, figures of speech, tone, and imagery contribute our understand of a poem (Created By Courses (ENG) - English) <b>Next Assessment:</b> 2016-2017 <b>Start Date:</b> 05/18/2012 <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments  <b>Assessment Measure Category:</b> Assignment - Written <b>Criterion:</b> N/A	05/18/2012 - Weekly lectures, readings, and assignments focused on a certain aspect of poetry, such as word choice, connotation and denotation, imagery, figures of speech, sound devices, and rhythm. Students wrote weekly discussion postings that dealt with the assigned poetic devices and exchanged ideas about what they had learned. Students also wrote response papers and analysis papers that demonstrated their understanding of these poetic devices.  <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2011-2012	05/18/2012 - I plan to continue to use the text and assignments that we had for this class. The text explores these poetic devices and provides representative poems. Our weekly discussions or writing assignments indicated to me that students were gaining a solid understanding of how poets use these devices and how they contribute to a poem's meaning.
Courses (ENG) - English - ENG 261 - Intro to Poetry - Rhetorical and documentationskills - Demonstrate rhetorical and documentation skills appropriate for a 200-level literature course. (Created By Courses (ENG) - English) <b>Next Assessment:</b> 2016-2017 <b>Start Date:</b> 05/18/2012 <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments  <b>Assessment Measure Category:</b> Assignment - Written <b>Criterion:</b> N/A	05/18/2012 - Part of the grade for discussion postings, assignments, and formal papers was based on proper use of language conventions and MLA documentation. I also require that students use correct grammar, syntax, and punctuation in all of their e-mail correspondence.  <b>Criterion Met:</b> N/A <b>Reporting Period:</b> 2011-2012	05/18/2012 - I will continue to assess students on proper use of language conventions and documentation.
Courses (ENG) - English - ENG 261 - Intro to Poetry - Argument development and critical analysis - Demonstrate skill in argument development and critical analysis of literature (Created By Courses (ENG) -	<b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments	05/18/2012 - Students demonstrated this skill most often in their Thought Papers and formal essays. Each of the three Thought Papers had a different writing prompt that asked students to analyze and evaluate some aspect of the literature. Students	05/18/2012 - I plan to keep these assignments because they help students build on their critical thinking skills.

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<p>English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> N/A</p>	<p>also wrote a reflective essay at the end of the semester discussing what they learned about poetry in this class. In discussion postings, students often had a brief argument that they developed and supported with textual evidence from our weekly reading.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	
<p>Courses (ENG) - English - ENG 261 - Intro to Poetry - Influences to poetry and Interpretation - Evaluate and demonstrate understanding of the influence of culture, race, class, and gender on poetry and how we interpret it (Created By Courses (ENG) - English)</p> <p><b>Next Assessment:</b> 2016-2017</p> <p><b>Start Date:</b> 05/18/2012</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in discussion postings Evaluation of weekly writing assignments</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> N/A</p>	<p>05/18/2012 - This outcome was woven into much of the reading, discussions, and writing that students did over the entire semester. Often, the connections between culture, race, class, or gender and specific poems or genres of poetry were subtle. In the later weeks of the semester, we spent a week studying how poetry and personal identity. Selected readings and poets focused on the ways poets have written about their cultural backgrounds, race, sexual and ethnic identities. We also studied how some poems can be autobiographical. We spent another week studying poetry in translation and studying world poetry. Students wrote a response paper arguing that poems can or cannot be successfully translated from one language to another. We spent another few days studying Latin American poets to give students experience with reading translations from a particular language and culture in depth.</p> <p><b>Criterion Met:</b> N/A</p> <p><b>Reporting Period:</b> 2011-2012</p>	<p>05/18/2012 - One of the important roles of higher education is to broaden students' exposure to other cultures and ways of thinking. We spent several weeks discussing how poetry shapes and reflects personal identity and cultural issues. Discussions and papers gave students the opportunity to reflect on what they had learned and to learn from each other. The poems gave us the opportunity to see how literature relates to society and to discuss issues that might be considered taboo in other classes, such as gender issues, suicide, ageism, and racism. Teaching to this outcome was challenging in an online setting, but the online discussions also gave students the opportunity to give more consideration to what they had to say than a live discussion would do. I will keep these readings and lessons associated with this outcome.</p>

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