

Assessment: Course Four Column



Courses (A&L) - English

ENG 451B: American Literature II

Course Outcomes	Assessment Measures	Results	Actions
<p>Chronology of each literary period - Know the chronology of each literary period covered by the course and be familiar with the historical, political, literary, and economic forces occurring in those periods. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/11/2016</p>	<p>Discussion - • Student discussion posting, papers, and quizzes reflect familiarity with the chronological development of historical, political, literary, and economic forces that shaped each literary period.</p> <p>Assessed through:</p> <ul style="list-style-type: none"> • Evaluation of communication with instructor and other students in discussion postings • Evaluation of weekly writing assignments • Quizzes <p>Criterion: • 80% of students will average a grade of 70% or higher on the assessments.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 100 % of students achieved 70 % or better (07/11/2016)</p>	<p>Action: This class covers works from Realism, Naturalism, Modernism, and Post-Modernism.</p> <p>For the most part, my small class was able to reflect on the listed influences in each literary period. I feel confident that the current course design is strong and that assignments build on each previous assignment in order to help students learn the material. (07/11/2016)</p>
<p>Historical, political, social, intellectual, and economic influences on American literature - Demonstrate comprehension of basic historical, political, social, intellectual, and economic influences on American literature. Course Outcome Status: Active Next Assessment: 2020-2021</p>	<p>Assignment - Written - • Formal Essays evaluated by rubric</p> <ul style="list-style-type: none"> • Evaluation of communication with instructor and other students in discussion postings • Evaluation of weekly writing assignments • Quizzes <p>Criterion: 80% of students will</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 100% of students met the criterion for achievement (07/11/2016)</p>	<p>Action: This outcome is builds on the previous outcome, but students need to demonstrate their knowledge and synthesize their responses to literature that discusses controversial issues such as Native American removal, slavery, and oppression of women, children, and minorities. Additional required reading, artwork,</p>

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<p>Start Date: 07/11/2016</p>	<p>average a grade of 70% or higher on the assessment measures.</p>		<p>and Websites also provide a historical context for the reading. All of the students in class were able to demonstrate knowledge of how the literature dealt with these topics and helped shape the national psyche at the time.</p> <p>I feel confident that the current course design is strong and that assignments build on each previous assignment in order to help students learn the material. (07/11/2016)</p>
<p>Form and pattern in literary works - Recognize and evaluate form and pattern in literary works and identify their contribution to the work and its meaning.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 07/11/2016</p>	<p>Discussion - • Formal Essays evaluated by rubric</p> <ul style="list-style-type: none"> • Evaluation of communication with instructor and other students in discussion postings • Evaluation of weekly writing assignments • Quizzes <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>100% of students met the criterion for achievement (07/11/2016)</p>	<p>Action: Students demonstrated this outcome primarily in their discussions and papers. They wrote about patterns of development, symbolism, theme analysis, and poetic devices. Students helped each other recognize form and pattern through their discussions, and they demonstrated their knowledge in written papers.</p> <p>I feel confident that the current course design is strong and that assignments are gaining a sound understanding of form and pattern. (07/11/2016)</p>
<p>Rhetorical skills - Demonstrate rhetorical skills appropriate for an upper-division English course.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 07/11/2016</p>	<p>Discussion - • Formal Essays evaluated by rubric</p> <ul style="list-style-type: none"> • Evaluation of communication with instructor and other students in discussion postings • Evaluation of weekly writing assignments <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>100% of students met the criterion for achievement (07/11/2016)</p>	<p>Action: I will retain current assignments and continue to give students extensive feedback for them to improve on their rhetorical skills. (07/11/2016)</p>

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<p>Argument development - Demonstrate skill in argument development and critical analysis of literature</p> <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/11/2016</p>	<p>Discussion - • Formal Essays and Thought Papers evaluated by rubric</p> <ul style="list-style-type: none"> • Discussions <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 100% of students met the criterion for achievement (07/11/2016)</p>	<p>Action: I will retain current assignments and continue to give students extensive feedback for them to improve on their analytical skills. (07/11/2016)</p>
<p>Influence of race, class, and gender on literature and ideas - Evaluate and demonstrate understanding of the influence of race, class, and gender on literature and ideas in eighteenth, nineteenth, and twentieth-century thought, especially in terms of the society and culture.</p> <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/11/2016</p>	<p>Discussion - • Formal Essays and Thought Papers evaluated by rubric</p> <ul style="list-style-type: none"> • Discussions <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 100% of students met the criterion for achievement (07/11/2016)</p>	<p>Action: Students demonstrated this outcome primarily in their discussions and papers. They wrote about patterns of race, class, economic, political, and gender issues that was discussed in the readings. Students helped each other recognize particular issues through their discussions, and they demonstrated their knowledge in written papers.</p> <p>I feel confident that the current course design is strong and that assignments are gaining a sound understanding of the ways the literature covered presented social issues of the periods. (07/11/2016)</p>
<p>Literary periods and synthesize ideas from different literary - Integrate knowledge of various literary periods and synthesize ideas from different literary works to form original interpretations.</p> <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/11/2016</p>	<p>Discussion - • Formal Essays and Thought Papers evaluated by rubric</p> <ul style="list-style-type: none"> • Discussions <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes 100% of students met the criterion for achievement (07/11/2016)</p>	<p>Action: Students demonstrated this outcome primarily in their discussions and papers. They wrote about extensively of how the literature showed the techniques used in Realism, Naturalism, Modernism, and Post-Modernism.</p> <p>I feel confident that the current course design is strong and that assignments are gaining a sound</p>

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understanding of the ways the literature covered presented social issues of the periods. (07/11/2016)