

# Assessment: Course Four Column



## Courses (A&L) - English

### ENG 449B:British Literature II

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p><b>Know the chronology of each literary period</b> - 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.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2021-2022</p> <p><b>Start Date:</b> 08/14/2017</p>	<p><b>Discussion</b> - 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:                      Evaluation of communication with instructor and other students in discussion postings                      Evaluation of weekly writing assignments                      Quizzes</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessments.</p>	<p><b>Reporting Period:</b> 2016-2017</p> <p><b>Criterion Met:</b> Yes</p> <p>100 % of students achieved 70 % or better (08/15/2017)</p>	<p><b>Action:</b> This class covers works from the Romantic Period, the Victorian Age, Modernism, and Post-Modernism.</p> <p>With our bachelor’s degree in English, the enrollments in our upper-division classes are increasing, and the capabilities of our students are growing. Students wrote insightful and analytical discussion postings, discussion responses, and literary analyses. Over the semester, student’s skills in reflecting on the listed influences in each literary period became stronger. I feel confident that the current course design is strong and that assignments build on each previous assignment to help students learn the material and will continue to use my current teaching methods. (08/15/2017)</p>
<p><b>Demonstrate comprehension of basic British literature</b> - Demonstrate comprehension of basic historical,</p>	<p><b>Quiz</b> - Formal Essays evaluated by rubric</p> <p>Evaluation of communication with</p>	<p><b>Reporting Period:</b> 2016-2017</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students met the criterion for achievement</p>	<p><b>Action:</b> This outcome builds on the previous outcome, but students need to demonstrate</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>political, social, intellectual, and economic influences on British literature and the English language.</p> <p><b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2021-2022  <b>Start Date:</b> 08/14/2017</p>	<p>instructor and other students in discussion postings  Evaluation of weekly writing assignments  Quizzes  <b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>(08/15/2017)</p>	<p>their knowledge and synthesize their responses to literature that discusses controversial issues such as imperialism, child labor, poverty, the African slave trade, gender identity, and oppression of women, children, and minorities. Additional required reading, artwork, 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 of Britain in each time period.</p> <p>I feel confident that the current course design is strong and that assignments build on each previous assignment to help students learn the material and will continue to use my current teaching methods. (08/15/2017)</p>

<p><b>Recognize and evaluate form and pattern in literary works</b> - Recognize and evaluate form and pattern in literary works and identify their contribution to the work and its meaning.</p> <p><b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2021-2022  <b>Start Date:</b> 08/14/2017</p>	<p><b>Quiz</b> - Formal Essays evaluated by rubric  Evaluation of communication with instructor and other students in discussion postings  Evaluation of weekly writing assignments  Quizzes  <b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p><b>Reporting Period:</b> 2016-2017  <b>Criterion Met:</b> Yes  100% of students met the criterion for achievement  (08/15/2017)</p>	<p><b>Action:</b> 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 give students a sound understanding of form and</p>
--	---	--	--

Course Outcomes	Assessment Measures	Results	Actions
-----------------	---------------------	---------	---------

pattern. I will continue to use my current teaching methods.  
(08/15/2017)

**Demonstrate rhetorical skills -**  
Demonstrate rhetorical skills appropriate for an upper-division English course.  
**Course Outcome Status:** Active  
**Next Assessment:** 2021-2022  
**Start Date:** 08/14/2017

**Assignment - Written - Formal**  
Essays evaluated by rubric  
Evaluation of communication with instructor and other students in discussion postings  
Evaluation of weekly writing assignments  
**Criterion:** 80% of students will average a grade of 70% or higher on the assessment measures.

**Reporting Period:** 2016-2017  
**Criterion Met:** Yes  
100% of students met the criterion for achievement  
(08/15/2017)

**Action:** I will retain current assignments and continue to give students extensive feedback for them to improve on their rhetorical skills. I have seen one problem over the past year with some students in upper-division literature courses. I saw a pattern developing of some students who were clearly not prepared with the necessary rhetorical or analysis skills to be in an upper-division literature course. Since I teach many of these courses, I was confused about why some non-majors were taking upper-division American and British literature. I discovered that a requirement was made for some science and natural resources students to take an upper-division literature course. While I don't doubt the abilities of these students in their majors, these students have been struggling in my classes for a year. I met with the current director for NRES who has agreed to change the requirement to a 200-level lit class. I teach environmental literature, and we are directing students to take that class, which will be much more suitable to the students' degree and abilities.  
(08/15/2017)

**Demonstrate skill in argument development -** Demonstrate skill in

**Discussion - Formal Essays and Thought Papers** evaluated by rubric

**Reporting Period:** 2016-2017

**Action:** The English B.A. students

Course Outcomes	Assessment Measures	Results	Actions
<p>argument development and critical analysis of literature</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2021-2022</p> <p><b>Start Date:</b> 08/14/2017</p>	<p>Discussions</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p><b>Criterion Met:</b> Yes</p> <p>100% of students met the criterion for achievement (08/15/2017)</p>	<p>are generally doing well with this objective, but I have some students who seem to have no preparation to write literary analyses. The problems with the students noted will be resolved in the future, and I will investigate the course preparation of one student who did not know how to write a literary analysis.</p> <p>I will retain current assignments and continue to give students extensive feedback for them to improve on their analytical skills. (08/15/2017)</p>
<p><b>Evaluate and demonstrate understanding of the eighteenth, nineteenth, and twentieth-century.</b> - 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><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2021-2022</p> <p><b>Start Date:</b> 08/14/2017</p>	<p><b>Discussion -</b> Formal Essays and Thought Papers evaluated by rubric Discussions</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p><b>Reporting Period:</b> 2016-2017</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students met the criterion for achievement (08/15/2017)</p>	<p><b>Action:</b> Students demonstrated this outcome primarily in their discussions and papers. They wrote about patterns of race, class, economic, political, environmental, and gender issues that were discussed in the readings. Students helped each other recognize particular issues through their discussions, and they demonstrated their knowledge in written papers. In their formal literary analysis papers, students were required to discuss and analyze how some of these issues contributed to the literature.</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. I will</p>

Course Outcomes	Assessment Measures	Results	Actions
<p><b>Integrate knowledge of various literary periods</b> - Integrate knowledge of various literary periods and synthesize ideas from different literary works to form original interpretations.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2021-2022</p> <p><b>Start Date:</b> 08/14/2017</p>	<p><b>Discussion</b> - Formal Essays and Thought Papers evaluated by rubric Discussions</p> <p><b>Criterion:</b> 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p><b>Reporting Period:</b> 2016-2017</p> <p><b>Criterion Met:</b> Yes</p> <p>100% of students met the criterion for achievement (08/15/2017)</p>	<p>continue to use my current teaching methods. (08/15/2017)</p> <p><b>Action:</b> Students demonstrated this outcome primarily in their discussions and papers. They wrote about extensively of how the literature showed the techniques used in Romanticism, The Victorian Age, Modernism, and Post-Modernism.</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. I will continue to use my current teaching methods. (08/15/2017)</p>