

Assessment: Course Four Column



Courses (A&L) - English

ENG 451A: American Literature I

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<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.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/11/2015</p>	<p>Assignment - Written - 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>Criterion: 80% of students will average a grade of 70% or higher on the assessments.</p>	<p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>100 % of students achieved 70 % or better (09/05/2018)</p>	<p>Action: This period of American literature is difficult for many students to find an interest in or appreciation of. Students who are not strong readers have difficulty with the language, as much of the literature is written in the formal and embellished style of previous times. We also start with readings from early settlement, so we have some Puritan polemics to cover, which is also difficult for students who do not read carefully.</p> <p>For the most part, my 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. (09/05/2018)</p>
<p>Historical, political, social, intellectual, and economic influences on American literature. - Demonstrate comprehension of basic</p>	<p>Assignment - Written - Formal Essays evaluated by rubric Evaluation of communication with instructor and other students in</p>	<p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>100% of students met the criterion for achievement (09/05/2018)</p>	<p>Action: This outcome builds on the previous outcome, but students need to demonstrate their knowledge and synthesize</p>

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<p>historical, political, social, intellectual, and economic influences on American literature.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p>	<p>discussion postings</p> <p>Evaluation of weekly writing assignments</p> <p>Quizzes</p> <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>		<p>their responses to literature that discusses controversial issues such as Native American removal, slavery, religion, especially Puritanism, the Enlightenment, 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 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. (09/05/2018)</p>
<p>Pattern in literary works and identify their contribution to the work and its meaning. - 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: 2018-2019</p> <p>Start Date: 06/15/2015</p>	<p>Exam/Quiz - Standardized - Formal Essays evaluated by rubric</p> <p>Evaluation of communication with instructor and other students in discussion postings</p> <p>Evaluation of weekly writing assignments</p> <p>Quizzes</p> <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>	<p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>100% of students met the criterion for achievement (09/05/2018)</p>	<p>Action: Students demonstrated this outcome primarily in their discussions and papers. They wrote about patterns of development, symbolism, poetic devices. Everyone met the 70% or higher measurement.</p> <p>I plan to keep assignments as they are. (09/05/2018)</p>
<p>Rhetorical skills appropriate for an upper-division English course - Demonstrate rhetorical skills appropriate for an upper-division</p>	<p>Assignment - Written - Formal Essays evaluated by rubric</p> <p>Evaluation of communication with instructor and other students in</p>	<p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>100% of students met the criterion for achievement (09/05/2018)</p>	<p>Action: By the time students takes a 400-level class, they should have learned solid writing, research, and analytical skills. They should</p>

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<p>English course.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p>	<p>discussion postings</p> <p>Evaluation of weekly writing assignments</p> <p>Criterion: 80% of students will average a grade of 70% or higher on the assessment measures.</p>		<p>also know how to write a literary analysis. Most students in this class are working on the B.A. in English or Education, or they are teachers working on an additional endorsement. A minority of students do not have the writing or research skills that are needed for a 400-level English class. I've met with the program chair to discuss this, and I will continue to work individually with students who do not have the necessary skills to complete acceptable work in an upper-division literature class. (09/05/2018)</p>