

Assessment: Course Four Column



Courses (A&L) - English

ENG 223: Themes of Literature

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Analyze literary texts using a variety of techniques and critical frameworks - Analyze literary texts using a variety of techniques and critical frameworks, as well as synthesize complex literary arguments and interpretations.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Discussion - Note: When I taught ENG 223, I used the outcomes for the AA and BA in English but did not include the Humanities Outcomes, even though ENG 223 fulfills a Humanities GenEd requirement.</p> <p>Each week students were expected to respond to discussion questions about the literary texts we read and to engage each other in discussion. Over the semester, there were also three essay quizzes, and four formal essays. Often these assignments would include questions that encouraged students to use techniques or strategies explained in the week’s lecture on approaches to reading. So, for example, they might be asked to use what they learned about the “elements of drama” in their analysis of a play we read that week.</p> <p>Criterion: Here is one example of the criteria for a week-three discussion post:</p> <p>“I’m still mostly looking for the</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>I will use Discussion 3 since that is the example I sued for “Criterion for achievement.”</p> <p>Only 18/25 students completed the assignment.</p> <p>18/18 scored at least 75% competence.</p> <p>Results Analysis: None of these Discussion assignments mean a lot in isolation. The idea in a course like this is to constantly do formative assessment and then ask for a final essay that serves as the summative assessment that ultimately seeks to assess whether or not students have achieved all of the learning outcomes for the course. We teach close reading early and continue to practice throughout the semester. We may gradually begin to introduce students to different theoretical approaches to textual analysis and the use of historical and cultural context, but in the end it’s about a student’s ability to interpret literary texts rather than provide plot synopses or look “answers” up online. (08/21/2019)</p>	<p>Action: Until I find a better way to teach literature, I will continue to use this approach of implementing strategies and then using the assignments throughout the semester as frequent formative assessments that culminate in a final summative assessment at the end of the semester. I could be persuaded to allow students the opportunity to do presentations instead of long essays for their summative assessment, but they would still need to demonstrate an ability to analyze a text. (08/21/2019)</p>

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	<p>basics: Make sure your posts are substantive. Make sure you write in complete sentences. Analyze the words in the text rather than use ideas from the book to launch your own philosophical musings.</p> <p>Use quotations to support your claims— which means you have to have a claim. Really all this means is that you should have at minimum a solid topic sentence at the beginning of your post, even if all it does is restate the discussion question. You need something, though, to guide your reader. Also, don't just let quotes speak for themselves. You have tools in hand now, so you can illustrate how a quote does what you say it does. (For example, if you say that an author believes humans transcend nature, you should be able to show how a quote that doesn't explicitly say "transcend" still conveys that message.) Trust your interpretations, but be sure to show everyone how you got there. Finally, be sure to use MLA documentation</p>		
<p>Write and communicate effective in diverse contexts in a variety of academic, creative and professional genres - Write and communicate effective in diverse contexts in a variety of academic, creative and professional genres. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - Again, I assess this every week with at least one assignment—the Discussion post. I focus on the academic genre, especially working to make students better equipped to participate in academic argument. In some ways I treat ENG 223 writing as an upper division rhetoric course that centers on literary analysis. That is, by the end of this class I</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 21/25 students completed the assignment. 19/21 scored at least 70%</p> <p>Results Analysis: So what happened with the two students who did not meet the 70% threshold? It's a combination of things that include but are not limited to an absence of responsible documentation (no citations, no works cited, using sources without acknowledging them), no clear thesis or a thesis</p>	<p>Action: Continue to stress the importance of thesis statements and textual analysis. There are dozens and dozens of books out there—and thousands and thousands of teachers—working on this even as we speak, and I will do my best to keep up with changes in literature instruction and the world. (08/21/2019)</p>

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	<p>hope students can produce an argument with a distinct thesis and you can support that argument with textual evidence and analysis of that textual evidence.</p> <p>The specific example I will use here is Essay 3, a summary-and-response essay that asks students to engage an academic article on one of the texts we read. The idea is to be able to understand, summarize, and respond to an academic argument. This poses difficulty even for students at the 223 level, but, again, my main concern is formative assessment, not summative assessment.</p> <p>Criterion: You have a clear thesis statement</p> <ul style="list-style-type: none"> -Your summary makes the article's central claim and main ideas clear -Your response to the articles is coherent and relevant. That is, you don't say that an article about the environment is a failure because it's not feminist. That said, you might say that the article could be enhanced by adding a feminist dimension. -You use some of the reading strategies to analyze the article and to show how it might have analyzed the literary text more effectively -You have a minimum of 750 words -You use MLA formatting and citations— and use them properly. This includes a heading, title, and Works Cited page -You use varied language and sentence structures to produce lively and interesting prose 	<p>that does not assert an arguable claim. Another major problem is the tendency to lapse into summary rather than providing textual evidence that is then analyzed to demonstrate how this moment in the text supports the argumentative claim of your essay. As this description may suggest, the slide into summary is often the result of an incomplete, insufficient, or missing thesis. (08/21/2019)</p>	

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	<p>-You write at a college level: language, grammar, sentence structure</p> <p>-Your writing is free of common composition errors, especially run-on sentences and fragments</p>		
<p>Numerous theories and methodologies of reading and interpreting literary texts - Explicate and utilize numerous theories and methodologies of reading and interpreting literary texts.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Assignment - Written - In this course I mention or gloss a variety of theoretical approaches and methodologies, but the theme of this course meant that we mostly approached texts as environmental critics using a New Historicist methodology. We of course regularly talked about class, gender, and race among other central critical concerns in literature. The course had an overarching argument that “nature” is an artificial and at worst harmful way of thinking about the undeveloped or nonhuman world, so I asked students to approach environmental issues via the concept of “inhabitation” instead. First that meant showing how “nature” is problematic. One paper that helped them enter this ecocritical discourse without actually devoting weeks of reading and research to theory and criticism was to watch my lectures, read the course texts, and write Essay 2, The Problem with Nature.</p> <p>Criterion: The criteria for this writing assignment were consistent with all my writing assignments:</p> <p>-You have a clear thesis statement</p> <p>-The thesis is arguable and significant</p> <p>-You use the various reading strategies to draw your reader’s attention to important patterns and</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Essay 2:</p> <p>19/25 completed the assignment. 19/19 scored at least 72%</p> <p>Discussion 7:</p> <p>20/25 completed the assignment 20/20 scored at least 70%</p> <p>Discussion 9:</p> <p>19/25 completed the assignment. 18/19 scored at least 70%</p> <p>Results Analysis:</p> <p>I would obviously like more students to complete the assignment, but many of these no-shows did not log in the entire semester. Of the students who did participate, I would like more to provide thorough answers with genuine textual analysis, but I run the risk of being labeled the “hard” or “heavy work load” guy. At the moment, I’m satisfied with these number, but I will always work to find ways to get students to engage the text rigorously without finding solutions online, which was the single biggest issue I had with this class. (08/21/2019)</p>	<p>Action: The key is to force students to use the techniques—but how? I guess it’s about asking less gentle discussion questions. Instead of “you might consider using...” Maybe I need to just come right out and say: “Use technique X to show how this sentence right here does Y.” (08/21/2019)</p>

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	<p>to closely analyze words, concepts, and bits of text</p> <ul style="list-style-type: none"> -Your analysis of specific quotations coherently supports your main argument -You have a minimum of 750 words, or three full pages -You use MLA formatting and citations— and use them properly -You use varied language and sentence structures to produce lively and interesting prose -You write at a college level: language, grammar, sentence structure -Your writing is free of common composition errors, especially run-on sentences and fragments <p>So, I wasn't grading them on their ability to be environmental critics. I was merely introducing them to an ecocritical approach to a text that might otherwise have been written about in a completely different way—say, class, gender, critical race studies, and so on (which would often be reserved for weekly discussions). Sometimes we might even pair approaches: Gender and Nature (Week 7), Race and Nature (also Week 7), or Social Class and Nature (Week 9).</p>		
<p>Complex problems, understand diverse viewpoints and understand various cultural and social perspectives - Think critically and analytically to address complex problems, understand diverse viewpoints and understand various cultural and social perspectives.</p>	<p>I will reiterate what I said above: I used this course to address pressing social and environmental issues through the concept of "inhabitation." That meant that our discussions should become about all the ways humans and nonhumans live in/occupy the world rather than</p>	<p>Reporting Period: 2018-2019 Criterion Met: N/A Essay 4: 20/24 students completed the assignment 15/20 scored at least 70%</p>	<p>Action: As we all do, keep working to create prompts and questions that can't be answered by appealing to google. Also, you keep rewarding people who work hard to analyze specific textual evidence. (08/21/2019)</p>

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<p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>discussions about “pure” nature and corrupt society. The goal was to talk about society and environment without falling back on the political buzzwords associated with social and environmental problems and to celebrate ways of living in the world without getting sucked into clichés about “nature.” This class, then, allowed us to talk about migrant labor (Week 15), food (Weeks 12-15), ethics and eating (Week 13), nature writing (Weeks 1-5), and critiques of nature writing (Weeks 6-8) among other things. The key was for each text to put us in conversation with the world around us, the way other people understand the world, and how we can/should/do live in it. These concerns most explicitly overlap with the outcome in Essay 4, the Formal Argument. I say this because I always stress the two types of thesis for a literary argument: one that enters an existing critical conversation and one that puts you into conversation with relevant social concerns. Notice my third criterion below.</p> <p>Criterion: You have a significant and arguable claim that is unique to the specific text you are analyzing</p> <p>-You have sufficiently built the context for your argument, including what you mean by inhabitation</p> <p>-It’s clear how your argument fits into some bigger picture (Remember, this can be within the literature field--how it fits with existing criticism or outside the</p>	<p>Results Analysis:</p> <p>Perhaps the assignment was too advanced. Perhaps I should have made it due later in the week (Week 16) and given less feedback. Overall, 15 out of 20 is something I can live with. Even the low grades were more about hastily composed papers that were incomplete or lacked transparency about their use of outside sources. I think I am learning more about teaching online, but over this semester—and in this class specifically—plagiarism was a serious problem.</p> <p>(08/21/2019)</p>	

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	<p>field--how your argument matters in terms of real life. Whatever you decide, you need to articulate why your argument matters.)</p> <p>-You have topic sentences that clearly articulate the purpose of each paragraph</p> <p>-You use quotations from the text to support your argument, and the quotes are not merely there to add emphasis to a summary of the text</p> <p>-You break the supporting quotations down using the tools we have been practicing in class to effectively illustrate how you see those quotations supporting your claim; essentially you are trying to reproduce the way you read the text for an unknown reader who is less familiar with the text than you are</p> <p>-You grapple with complex ideas and ask questions (explicitly or implicitly) that are not easily answered by finding the “right” answer on a particular page; you go beyond translating surface details of the work (i.e., rephrasing a statement in your own words)</p> <p>-You write in clear and energetic prose and use varied sentence structures and strong verbs (Keep an unknown reader in mind: Would this sentence make sense to her/him/them?)</p> <p>-You use college-level grammar and punctuation</p>		

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-You properly use MLA in-text citations