

Course Assessment– Part B: Your Results & Analysis

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ENG 253 American Literature to 1865 – Jennifer Hanlon-Wilde – Winter 2016

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

All students in the course achieved a grade of C or better. This means that they scored 70% or greater on their forum participation, journals, creative project and analytic essay.

1b. Report the percentage of students who mastered each outcome that you identified in (question 3) of your Part A.

Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were composed.

Outcome #1 *

(90% of students will earn a forum grade of 70% or better and a journal grade of 70% or better, including insights about context of American literature.)

% of students who successfully achieved the outcome: *

100

Outcome #2 *

Identify and discuss the roles of gender, class, race, ethnicity, and geography played in creating early American literature.

(Student insights expressed in the discussion forums, journals and papers, especially the creative project, will demonstrate an understanding of the roles of gender, race, ethnicity and geography in the literature of the times.)

% of students who successfully achieved the outcome: *

100

Outcome #3 *

Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.

(90% of students will earn a grade of 80% or better on their critical analysis paper, including accurate identification of aesthetic aspects of literature: setting, character, diction, and/or metaphor.)

% of students who successfully achieved the outcome: *

100

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

This is the first term that I have not failed a student, and I believe that one reason for that is that I gave the students a rubric for every assignment. I required them to do a self-evaluation of their forum participation, so that they were forced to interact with the grading rubric on a weekly basis. I also made an effort to link the

assignments with the learning outcomes, so that they knew why they were doing what they were doing. Finally, I used open educational resources for all the primary texts, so even students who could not afford to purchase a textbook were able to do the majority of the reading assignments online.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)?
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I think possibly I could make the course more challenging and add another formal essay to the assignments.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

More open educational resources would be helpful. I have not found an open resource on how to write academic essays about literature.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

I think so, because students routinely expressed insights in their journals that were consistent with the learning objectives.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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