

# Course Assessment – Part A: Your Plan

#54

Your Email \*

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing

ENG 253 American Literature to 1865 – Hanlon-Wilde

Outcome #1 \*

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

Outcome #2 \*

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

Outcome #3 \*

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

Have you completed an assessment for this course prior to this term?

No

If yes, are you assessing different outcomes?

No

Comments:

n/a

2. To which degree, certificate or program outcomes do these course outcomes map? Degree, Certificate & Program Outcomes can be found at:  
<http://www.cgcc.edu/curriculum/program-outcomes>

- Associate of Arts Oregon Transfer
- Associate of General Studies

Outcome #1 Method to assess student understanding \*

Students will be assessed in journal responses, critical essays, and forum discussions. The assigned written responses and discussions will include addressing the historical and geographic context of the primary texts.

Outcome #2 Method to assess student understanding \*

Students will be assessed based on their written journals, forum discussions, creative project and critical essays. Race, class and gender are topics which are frequently addressed in these venues.

Outcome #3 Method to assess student understanding \*

Students are asked to identify aesthetic aspects of literature such as plot, setting, metaphor and others, in all their written work. This is especially true of the critical essay.

4. How will you know if you were successful in your efforts to teach this outcome?

I will observe that students verbalize an understanding of context in their written work and online discussions.

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.

How will you know if you were successful in your efforts to teach this outcome?

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.

Outcome #2 \*

90% of students will address the influence of gender, race, ethnicity and/or geography on American literature in their journals, papers and/or creative project.

How will you know if you were successful in your efforts to teach this outcome?

Students will accurately identify, and explain the role, of: setting, character, diction, metaphor and other aesthetic aspects of literature in their written work.

Outcome #3 \*

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.

#1

How much of what you learned about American Literature was unexpected, or a surprise?

#2

How likely are you to continue reading an author you discovered in ENG 253, just for pleasure?

Do you require the names of students who complete the course evaluation survey? \*

- No

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