

Course Assessment – Part A: Your Plan

#372

Your Email *

Please select your course & name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

ENG 201 – Shakespeare's Early Works – 1093614 – Katy Jablonski – Winter 2019

Part A: Your Plan

DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.

Outcome #1 *

Outcome #2 *

View contemporary adaptations of Shakespeare's works with comprehension and discernment and with an understanding of the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.

Outcome #3 *

Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.

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

No

If yes, are you assessing different outcomes?

Yes

Comments:

2. To which degree(s) or certificate(s) does your course map?

[Degree, Certificate, & Program Outcomes](#)

- GENERAL AND TRANSFER DEGREES
- Associate of Arts Oregon Transfer (AAOT)

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Students will have two or three quizzes over each play during the term. These quizzes require a clear understanding of literary elements and how they work together to suggest interpretations of the author's purpose.

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

Students will view film adaptations of the studied plays. They will be required to analyze these films and post their findings in discussion forums.

Outcome #3: Method to assess student understanding *

Students will have three close reading assignments and one literary analysis paper to demonstrate thoughtful close reading analyses of Shakespeare's works, as well as an understanding of MLA format.

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

I will know I am successful with this outcome if the average score on all quizzes for each play is 80% or more.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

I will know I am successful with this outcome if 80% of student posts average a 4 on the section of the forum rubric labeled "demonstrates careful reading and inquiry into subject."

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

I will know I am successful with this outcome if 80% of my students score a B or better on their close reading and literary analysis essay assignments.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1

Explain how this course taught you to interpret a selection of Shakespeare's early works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.

Question #2

Explain how this course taught you to compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.

Do you require the names of students who complete the course evaluation survey?
(Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions:

Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"

2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"

3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

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