

# Course Assessment– Part B: Your Results & Analysis

#373

Your Email \*

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## Part B: Your Results

### DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

For this assessment, I chose three course outcomes and used methods of assessment to determine individual understanding of each outcome. For outcome one 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, I administered quizzes to the students over each play. The quizzes required that the students "interpret" the works we were studying and emphasized "literary elements". For example, this question from one of the quizzes, "Speaking in soliloquy, Petruchio states in Act II, Scene I, "Say that she rail; why then I'll tell her plain/ She sings as sweetly as" what?" required that students identify what a "soliloquy" is as well as demonstrate an understanding of simile. To determine if I was successful in teaching this outcome, I wrote that the average score on all quizzes for each play would be 80 % or more, and I was successful in achieving this goal.

The second outcome I chose to analyze was 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. For this outcome, I asked my students to view a film version of each play we studied. Because this class was online, I allowed students to choose what adaptation they wanted to watch, and I provided a list of appropriate films. To demonstrate a close analysis of the film, students posted a forum and I graded the forum using a rubric. I specifically looked at this criterion on the rubric:

Demonstrates careful Reading and inquiry into subject Discussion Post:

Shows serious contemplation of readings

Show original thought that goes far beyond the obvious

Discussion Post:

Indicates reading was completed

Addresses some of the prompt's implications

Discussion Post:

Relies primarily on plot summary

Discussion Post:

Suggests reading assignment was scanned but not read carefully

Rehashes ideas from other posts Discussion Post:

Gives little indication that the reading assignment was completed

Post is not relevant to the current discussion

***Academic Assessment Coordinator Note: student work removed prior to posting on web***

***04-09-19***

The post clearly “Shows serious contemplation of readings/films, and shows original thought that goes far beyond the obvious” While all the posts were not this detailed, even weaker ones “indicate reading/film was completed and addresses some of the prompt’s implications”. My goal of having 80% of student posts averaging a 4 on the section of the forum rubric labeled “demonstrates careful reading and inquiry into subject” was met.

The third outcome I chose to examine was, compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis. To assess this outcome, I assigned students three close reading assignments and one analytical essay. Here is the close reading assignment for The Taming of the

Shrew:

PART 1:

Paraphrase at least 15 consecutive lines of Katherina's final speech (Act 5, Scene 2, Lines 142–185) from *The Taming of the Shrew*. Say what it says using your own words. **DON'T SUMMARIZE MULTIPLE LINES INTO SINGLE LINES!** The point isn't brevity. The point is precision. Use the Line by Line Analysis Example as an model for this. That is, copy each line separately leaving space to analyze it below. For this assignment, you do not have to analyze the meter above the line, but I will give you 10 points extra credit if you do. Here are links to help you understand how to analyze sound and meter. You will be required to analyze sound and meter later in the term, so it would be helpful to get started now!

Meter and Scansion

Poetic Feet and Line Length

Sound and Rhyme

Other Matters of Sound

To ensure your line by line analysis is not just a paraphrase, answer a few of the questions from the How to do a Close Reading handout for each line after you have paraphrased it. It doesn't matter which questions you answer, as long as you answer one of them for every line to help you unpack the poetry. Also, use *A Dictionary of Shakespeare*, *Shakespeare's Words*, *A Shakespeare Glossary* to help you understand the unfamiliar vocabulary.

PART 2:

Next, Study your line by line analysis from Part 1 and develop a 1–2 page answer to the final question (VI. Importance) on the How to do a Close Reading handout. Consider how the passage helps you interpret the questions: "What is the nature of the relationship between Katherina and Petruccio? Is Katherina tamed? Is Petruccio?" You can also refer to other parts of the play; be sure to cite your quotes correctly.

PART 3:

Complete the Close Reading Analysis Reflection Questions.

THE PASSAGE:

KATHERINE

Fie, fie! Unknit that threat'ning unkind brow,  
 And dart not scornful glances from those eyes  
 To wound thy lord, thy king, thy governor.  
 It blots thy beauty as frosts do bite the meads,  
 Confounds thy fame as whirlwinds shake fair buds,  
 And in no sense is meet or amiable.  
 A woman moved is like a fountain troubled,  
 Muddy, ill-seeming, thick, bereft of beauty,  
 And while it is so, none so dry or thirsty  
 Will deign to sip or touch one drop of it.  
 Thy husband is thy lord, thy life, thy keeper,  
 Thy head, thy sovereign, one that cares for thee,  
 And for thy maintenance commits his body  
 To painful labor both by sea and land,  
 To watch the night in storms, the day in cold,  
 Whilst thou liest warm at home, secure and safe,  
 And craves no other tribute at thy hands  
 But love, fair looks, and true obedience—  
 Too little payment for so great a debt.  
 Such duty as the subject owes the prince,  
 Even such a woman oweth to her husband;  
 And when she is froward, peevish, sullen, sour,  
 And not obedient to his honest will,  
 What is she but a foul contending rebel  
 And graceless traitor to her loving lord?  
 I am ashamed that women are so simple  
 To offer war where they should kneel for peace,  
 Or seek for rule, supremacy, and sway  
 When they are bound to serve, love, and obey.

Why are our bodies soft and weak and smooth,  
 Unapt to toil and trouble in the world,  
 But that our soft conditions and our hearts  
 Should well agree with our external parts?  
 Come, come, you froward and unable worms!  
 My mind hath been as big as one of yours,  
 My heart as great, my reason haply more,  
 To bandy word for word and frown for frown;  
 But now I see our lances are but straws,  
 Our strength as weak, our weakness past compare,  
 That seeming to be most which we indeed least are.  
 Then vail your stomachs, for it is no boot,  
 And place your hands below your husband's foot;  
 In token of which duty, if he please,  
 My hand is ready, may it do him ease.

#### PETRUCHIO

Why, there's a wench! Come on, and kiss me, Kate.  
 (They kiss.)

As you can see, it consists of three parts. There is a short reflection paper at the end, but this is not a traditional essay. Students did well with this assignment, and 80% of my students did score a B or better. Here is an example of a strong response to the assignment: *Academic Assessment Coordinator Note: student work removed prior to posting on web* (it has the students name on it, so please don't share)

But this is what the majority of assignments looked like. It is not as strong as the previous, but it is still above average or "B" level work. *Academic Assessment Coordinator Note: student work removed prior to posting on web 04.9.19*

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|---|---|
| <b>Outcome #1</b><br>*  | 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.  |
| <b>% of students who successfully achieved the outcome (C or above)</b> * | 100   |
| <b>Outcome #2</b> *   | 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. |
| <b>% of students who successfully achieved the outcome (C or above)</b> * | 100   |
| <b>Outcome #3</b> *   | Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.  |
| <b>% of students who successfully achieved the outcome (C or above)</b> * | 100   |
| <b>ANALYSIS</b>   | I had clear expectations and clear directions for each assignment. I was available for questions as needed.   |
| <b>3. What contributed to student success and/or lack of success?</b> *   |   |

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

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With the students that responded, the common theme is that all but one noted improvement. The student who entered the class with the least knowledge felt that he/she improved the most. I think this correlates to what I noticed while evaluating their work.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

Yes

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

None at this time.

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

None at this time.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

I have not completed a course outcome assessment for this course yet.

9. Describe how you explain information about course outcomes and their relevance to your students.

I have the outcome posted on the syllabus. I also have a link to course outcomes on the home page. Additionally, I have mapped how the weekly outcomes correspond to each course outcome. For the final survey, I ask students to reflect on their understanding of two of the course outcomes.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

CLO #1: I require that student provide textual evidence to support their assertions in all writing they do for this course. Evidence is a criteria on the rubrics I use. I also direct students to the OWL Purdue Writing website for information about organizing essays.

CLO #2: The close readings and Analytical Essay required that students take a position about a topic I presented about each play. For example, in *The Taming of the Shrew* the over arching question was "Is Kate tamed at the end of the play"? Students took a position about that topic and used their idea in the reflective writing piece they completed for the close reading assignment.

CLO #4: Early Modern England is a culture very different from modern day America. Students were curious about several aspects. For example, while studying *Romeo and Juliet*, students were interested in the marriage practices of couples in Early Modern England and were shocked to find that most marriages were not arranged. Actually the average marriage

age in England in the 1600s was mid to late twenties, similar to today. When we read Richard II, students were interested in the idea of primogeniture to determine if it was right for Bolingbroke to seize the crown from Richard.

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