

Course Assessment - Part A: Your Plan

COMPLETE

#551

Please select your course and 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 swade@cgcc.edu.

ENG 237- American Working Class Literature- Tina Ontiveros- Fall 2021

* **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): Outcome #1**

Analyze working-class literature to recognize the difference between generalizations or stereotypes of the working-class and the realities of individual working-class experience AND apply this analysis to personally held beliefs about class.

* **Outcome #2**

Apply the tools of literary analysis to analyze working-class literature

* **Outcome #3**

Write clear, focused, coherent essays about working-class literature for an academic audience, using standard English conventions of grammar and style

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

No

If yes, are you assessing different outcomes?

Yes

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

GENERAL EDUCATION

* **Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

Students will produce a final project that demonstrates their ability to analyze texts and lectures studied over the course of the term. This project will synthesize content learned in lectures about society, economics, intersectionality, and how these factors and more interact to impact the working poor.

* **Outcome #2: Method to assess student understanding**

Students will participate in weekly discussions to analyze working class texts read through the term. Initial discussion posts must include evidence from the text, demonstrate critical thinking and original thought, and make use of literary terms learned in class. Students must also respond to peers to receive credit for posts.

*** Outcome #3: Method to assess student understanding**

Students will write 5 annotation essays over the course of the term.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

If 80% of students earn 80% or more on final project, this outcome has been successfully met.

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

If 80% of students earn 80% or more on weekly discussions, this outcome has been successfully met.

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

If 80% of students earn 80% or more on annotations, this outcome has been successfully met.

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

Evaluation. Question #1

Do you feel you better understand capitalism & American class identities than you did before taking this class?

Question #2

After taking this class, do you feel you have a working understanding of American working class literature?

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 Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 - Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)