

Course Assessment - Part A: Your Plan

COMPLETE

#768

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.

ENG240-Native American Literature- Jessie Herrada Nance- Part A- Fall 2025

*** 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 a text through close critical reading and offer interpretation orally, digitally, and/or in writing, using and citing textual evidence in support of a thesis.

*** Outcome #2**

Identify and trace the distinctive literary forms--including oral traditions, novels, plays, poems, film, and manifestos--and/or recurring themes of Native American literature from historical through contemporary texts.

*** Outcome #3**

Explain how various perceptions of identity shape Native American literature and scholarship.

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(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

Not Sure, 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**

Tracing Themes Assignment: Student will identify one theme that they see addressed in the assigned readings/texts from throughout the term. They will find specific examples of that theme and cite those examples using MLA.

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

Students will pick three texts of various genres to see how each author uses the theme and how those themes adapt over genre, historical period, specific lived experience.

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

By tracing the theme through historical periods and genres, students will see how specific authors from different Nations use text to reflect identity and define themselves against colonialist narratives.

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

If 80% of the students receive Credit for the work, then I was successful in teaching this outcome.

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

If 80% of the students receive Credit for the work, then I was successful in teaching this outcome.

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

If 80% of the students receive Credit for the work, then I was successful in teaching this outcome.

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

In what ways did this course enhance your understanding of Native American Literature, including form/genre, content, and historical context?

Question #2

How did this course enhance your understanding of literary analysis?

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 - "Evidence" and/or "identify strategies" 3. ILO#4 - Intercultural Knowledge and Competence - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility 5. ILO#3 - Quantitative Literacy - "Assumptions"

1