

COURSE: English 232

Instructor: Joel Lamore

Section #: 01

Spring 2008 SLO Assessment Data: Outcome #2

Student Learning Outcome	Criteria What is “good enough”? Rubric	Assessment Methods	Number of students attempting assignment	Number of students successfully completing assignment
#2 “Students will use the elements of fiction and poetry to produce a story and poem which demonstrates ability to strategically use those elements.	Students writes a poem which uses the technique/element to benefit the effectiveness of the poem and to convey the author’s intention.	1) Imagery poem 2) Poem with sonic devices 3) Poem using meter 4) Poem using typographical devices 5) Poem in fixed form	1) 7 2) 7 3) 7 4) 6 5) 6	1) 7 2) 7 3) 5 4) 6 5) 4

Follow-up on Previous Plan for Improvement: I was able to implement 2 of the 3 recommendations. 1) I made some changes to the examples given to students: a) dropped some examples, b) increased the number of examples for each assignment. 2) I assigned points to assignments instead of having only a grade for final version in portfolio. 3) I did not implement stepped, or one-piece-at-a-time, assignments structure; this was simply a matter of limited planning time to make changes in class structure.

Conclusion/Plan for Improvement: As in previous semester, more difficult assignments had lower successful completion. The enhanced examples seemed to be useful to students based on their own comments. The assigning of points to draft assignments did not have as great an impact as I had hoped, but I believe the concept is sound. The plan for the next semester will be to: 1) further enhance the example sets; 2) make weight of draft assignments clearer to students through changes in syllabus as well as in-class and written directions; and 3) implement stepped, or one-piece-at-a-time, assignment structure for at least one of the most difficult assignments (either the metrical or fixed form assignments).

Assessment Rubric

Does not meet standards	Meets some standards	“Good Enough”	Meets most standards	Exceptional
<p>Student writes a poem that incorrectly or only partially uses technique/element.</p>	<p>Student correctly uses technique/element abstractly, but does not integrate it into poem.</p>	<p>Students writes a poem which uses the technique/element to benefit the effectiveness of the poem and to convey the author’s intention.</p>		<p>Student writes a poem in which the technique/element is used strategically to enhance the poem’s effect, and the technique is fully harmonized with the content.</p>