

COURSE: English 232

Instructor: Joel Lamore

Section #: 01

Spring 2012 SLO Assessment Data

Student Learning Outcome	Criteria What is “good enough”? Rubric	Assessment Methods	Number of students attempting assignment	Number of students successfully completing assignment
SLO#1: Students will analyze a story and poem by identifying elements of fiction or poetry and explaining the effects of these techniques.	Students can identify specific elements and discuss their effects in the poem or story.	1) In class discussion of stories/poems from reader as assigned. 2) In workshops, each student must critique the work of other students with comment relating to specific element and its relative effectiveness in the student writing.	1) 15 2) 15	1) 15 2) 9
#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/story which uses the techniques/elements to benefit the effectiveness of the poem/story and to convey the author’s intention.	Portfolio: 3000-4500 words of fiction; 5-12 poems.	15	15

Conclusion/Plan for Improvement: From last SLO assessment in spring 2009, there have been some improvements. Giving the workshops more weight in grading helped to insure students attended workshops and participated. Quality of critique is still a problem. For the fiction, students were all readily able to see elements of fiction in each other’s work and comment. In poetry, though, students found this more difficult and in some cases would not have commented on a particular poem in regards to its use of elements of poetry without clear prompting to do so. Workshop groups need to be small, so that necessitated breaking the class into at least 2 workshop groups, and often 3. Thus I had to monitor all the groups simultaneously while giving guided prompting and comments to specific groups when the critiquing became unproductive or touched on something that provided a really good example which I wanted to amplify. I will recommend that next instructor consider this problem; a checklist might be too much, but perhaps more guided step-by-step marks to hit in poetry critique might be useful. Other innovations in regards to the poetry section of the course seemed to increase success in writing poems using the more difficult elements (meter, form). Though not part of assessment data, performance on midterm (covering fiction) and final (covering poetry) exams was very high.

Assessment Rubric: English 232

SLO #1

Does not meet standards	Meets some standards	“Good Enough”	Meets most standards	Exceptional
Student cannot identify specific elements in fiction or poetry.	Student can identify elements, but is unable to discuss effect or use of the element in a poem or story.	Student can identify specific elements and discuss their effects in the poem or story.		Student can identify specific elements in stories and poems, and can critique their effectiveness and discuss other strategies for successful communication of creative idea.

SLO #2

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