

COURSE: English 232

Instructor: Joel Lamore

Section #: 01

Spring 2009 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) 11 2) 11	1) 10 2) 7
#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/fiction sketch which uses the techniques/elements to benefit the effectiveness of the poem/sketch and to convey the author’s intention.	Portfolio: 3000-4500 words of fiction; 5-12 poems.	11	10

Conclusion/Plan for Improvement: The main weakness is in proper attendance and participation in workshop sessions. Though participation in workshops are mandatory and carry point weight, I plan to increase this as well as implement more transparent participation tracking, so students can more clearly see the points they are missing. In addition, especially in poetry workshops, level of critique focused on elements needs to be better. I will rethink this component in planning for fall semester’s course.

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 that incorrectly or only partially uses technique/element.	Student correctly uses technique/element abstractly, but does not integrate it into poem.	Students writes a poem which uses the technique/element to benefit the effectiveness of the poem and to convey the author’s intention.		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.