

Portuguese 150

Introduction to the Literatures of the Portuguese-speaking World

Assessment Plan:

Portuguese 150 will be critically assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of its General Education Curriculum category (2. Breadth; C. Arts and Humanities; (1) Literature. Also: 4 Diversity (2) International Issues/Non-Western or Global GEC Courses). Assessment will take place after the first quarter in which the course is taught and thereafter biennially.

Port 150.01 will be assessed by the Director of Undergraduate Studies of the Department of Spanish and Portuguese in consultation with the Chair of the Department of Spanish and Portuguese. The following procedures and indicators will be used in assessing the course:

- 1) Student SEIs
- 2) Written report of class visit by peer evaluator
- 3) Portfolio of sample student work
- 4) Review of current paper and presentation topics
- 5) Review of course syllabi for each time the course has been taught up to the point of the assessment.
- 6) Biennial assessment report to be submitted to ASC summarizing the results of the course assessment.

Items 3-5 will be maintained on file in the Department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.

How Port 150 Meets the Expected Learning Outcomes of GEC 2. Breadth; C. Arts and Humanities; (1) Literature

ASC GEC Expected Learning Outcomes Statement:

GEC 2. C. (1) Literature. Also: 4 Diversity (2) International Issues/Non-Western or Global GEC Courses.

(1) Expected Learning Outcomes:

1. *Students learn to analyze, appreciate, and interpret significant literary works.*
 - In this course students will learn about major works, authors, periods and aesthetic currents of the literatures of the Portuguese-speaking world (Portugal, Brazil, Angola, Mozambique, Cape Verde, Guinea-Bissau, São Tomé and Príncipe, East Timor). They will be familiarized with canonical as well as marginal productions issuing from often-neglected but rich Western and non-

Western literary traditions, and also with some of the most representative critical trends and methodologies within these traditions. Analytical skills will be developed through the practice of close reading and comparative analysis.

2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures

- For each class, students will be required to prepare a response paper on the required reading assigned, in which they synthesize the secondary reading and make several observations about the reading based on insights from that secondary text. They will turn this 1-page, single-spaced document in at the beginning of each class and instructor will grade it and hand it back at the start of the following class.
- Students will be expected to improve their performance each week on these written assignments, based on comments written on previous ones and in-class discussion, based on the analyses, which will oblige students to increase sophistication of their initial analyses and in-class comments.
- Three take-home essays, which will require students to combine and expand their work in the response papers, will assess the degree to which they have developed, on the one hand, the ability to analyze literary texts, craft coherent arguments and pursue a careful demonstration backed by textual evidence, and, on the other hand, a sensibility and critical awareness to the ways literary texts represent, dislodge, and recreate social, political and cultural values to which students can either relate to or reject.
- Weekly formal debates in which students take turns assuming the role of moderators will enhance critical, aural and rhetorical skills that are essential to the success of a general education curriculum.
- All work will be turned in and graded.