

English 282 – Women’s Studies 380

Course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)

ASC GEC Expected Learning Outcomes Statement

GEC 2. Breadth; B. Arts and Humanities; (3) “Cultures and Ideas”

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop and understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

GEC 4. Diversity; (1) Social Diversity in the United States

Students enhance understanding of the pluralistic nature of institutions, society, and culture in the United States.

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The course-specific learning objectives for WS 380/Eng 282 that address these GEC objectives might be summarized as follows:

1. Students will learn to analyze texts and visual media in both historical and contemporary contexts.
2. Students will learn to analyze texts and visual media with specific emphases on how categories such as sexuality, race, gender, class, and nationality are constructed and deployed as norms that regulate human behavior.

3. Students will develop a critical awareness of how concepts such as diversity, equality, and tolerance function in the contemporary United States.
4. Students will develop increased critical consciousness of their own attitudes regarding social structures such as heteronormativity, sexism, racism, and classism
5. Students will develop their critical and analytic abilities in both written and oral forms, while also working on the clarity and precision of their writing.

Assessment of Course Over Time:

WS 380/Eng 282 will be critically assessed to determine how well it is meeting the general principles and specific learning objectives of its two GEC categories (2.Breadth: C. Arts and Humanities; (3) “Cultures and Ideas”; and also 4. Diversity (1) Social Diversity in the United States). Assessment will take place after the first quarter in which the course is offered and thereafter biennially.

WS 380/Eng 282 will be assessed by the Undergraduate Coordinator of both departments, in consultation with the Chairs of the Departments of Women’s Studies and English and drawing on the expertise of faculty, as needed. The following procedures and indicators will be used in assessing the course:

- 1) Student SEI’s
- 2) Student discursive evaluations of the course
- 3) Written report of class visit by peer evaluator
- 4) Portfolio of sample student work
- 5) Review of current paper topics and final exam questions
- 6) Review of course syllabi for each time the course has been taught up to the point of assessment
- 7) Student self-assessment of the course

Items 3-7 and a summary of Item 2 will be maintained on file in the Departments of Women’s Studies and English so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the departments to address any major concerns or drift from the established goals and standards.

While the method for the collection of data for Items 1-3 is self-evident, the method for collecting data for Items 4-7 will be as follows:

- 4) Portfolio of sample student work

Each course instructor will make copies of six essays (three/assignment) and five final exams. The selections should be representative of work that garnered an A, B, and C so that the departments can assess the quality of student work as well as consistency of grades given across sections. To do so, an advanced

graduate student, supervised by the Undergraduate Coordinator of the respective department responsible for the section under review, will be asked to evaluate the sampled papers and questions to gauge how well the goals of the course seem to be achieved in them. We will also be interested to assess improvement over time, so we will compare each of the selected student's answers from the midterms to those on the finals to see if any has in fact occurred. The graduate student will then write a brief summary report to be filed as an introduction to each section's portfolios.

5) All paper topics and final exams will be filed for biennial review and assessment to ensure that the central concepts are being covered in all sections of the course.

6) All syllabi will be filed for biennial review and assessment.

7) At the beginning of each course, instructors will survey the students regarding their expectations of the course. Their answers will be collected, copied, and filed with other course materials for assessment. The biennial review will then use these surveys as a touchstone with which to assess the students' final assessments of the course in their discursive evaluations (Item 2).