

Literature Program (Degree with Designation in English) Assessment Plan

Center for Arts & Humanities

Community College of Denver

Jan. 31, 2017 Revised Draft

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Literature
Program Student Learning Outcomes

PSLO 1: Students will identify and interpret the elements of literary texts.

PSLO 2: Students will interpret texts within their contexts.

1. Students will identify and interpret the elements of literary texts. Specifically:
 - a. Students will identify literary elements using literary terminology.
 - b. Students will articulate the significance of literary elements.
 - c. “Students will write an interpretative theme statement based on their analysis of the textual elements.”.

2. Students will interpret texts within their contexts. Specifically:
 - a. Students will articulate the cultural, political, and economic context of the work and author.
 - b. Students will articulate significant biographical details of authors’ lives.
 - c. Students will compose interpretive statements that apply knowledge of the writer’s context and biography.

PROGRAM ASSESSMENT USING POETRY INTERPRETATION ESSAYS

DWD in English (Literature)

1. PSLOs to focus on:

PSLO #1: *Students will identify and interpret the elements of literary texts. Specifically:*

- a. Students will identify literary elements using literary terminology.*
- b. Students will articulate the significance of literary elements.*
- c. Students will synthesize theories of interpretation of whole texts.*

2. What will you assess?

Students' ability to perform the PSLOs above in a brief interpretive essay.

3. Assessment Methods

Essays reviewed and evaluated by departmental committee.

4. Time Frame

Students will complete essays in the last third of the semester in LIT 115 and LIT 205 courses.

5. Who Will Do the Assessment?

Department Chair and appointed committee.

6. Type of Feedback.

At the end of each evaluation, the committee will analyze evaluation data and write a brief report describing the strengths and weaknesses that the essays demonstrate.

7. Closing the Loop

The department will meet as a whole to discuss findings and develop recommended methods of improving department procedures and curricula.

LIT 115

Poetry Assessment

1. Please read the poem, "The Possessive," by Sharon Olds below.
2. Next, please write a 2-3 page essay that interprets the poem's meaning and explains how various poetic techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay's thesis, please identify the poet, the name of the poem, and your statement of the underlying meaning of the poem. Then, in the body of your essay, please analyze the particulars of the poem, quoting specifically wherever possible, to support and develop your interpretation.
3. After you are finished with your essay, please put it in your instructor's dropbox on this site.

"The Possessive"

Sharon Olds

1980

My daughter—as if I
owned her—that girl with the
hair wispy as a frayed bellpull

has been to the barber, that knife grinder,
and had the edge of her hair sharpened.

Each strand now cuts
both ways. The blade of new bangs
hangs over her red-brown eyes
like carbon steel.

All the little
spliced ropes are sliced. The curtain of
dark paper-cuts veils the face that
started from next to nothing in my body—

My body. My daughter. I'll have to find
another word. In her bright helmet
she looks at me as if across a
great distance. Distant fires can be
glimpsed in the resin light of her eyes:

the watch fires of an enemy, a while before
the war starts.

LIT 201

Assessment Prompt

4. Please read the following passage from Book IV of the *Aeneid* below.
5. Next, please write a 2-3 page essay that interprets the passage's meaning and explains how various literary techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay's thesis, please identify the poet, the name of the work, and your statement of the underlying meaning of the passage. Then, in the body of your essay, please analyze the particulars of the passage, quoting specifically as necessary and noting literary devices to support and develop your interpretation.
6. After you are finished with your essay, please put it in your instructor's dropbox on this site.

Straightway Rumor flies through Libya's great cities,
Rumor, swiftest of all the evils in the world.
She thrives on speed, stronger for every stride,
slight with fear at first, soon soaring into the air
she treads the ground and hides her head in the clouds.
She is the last, they say, our Mother Earth produced.
Bursting in rage against the gods, she bore a sister
for Coeus and Enceladus: Rumor, quicksilver afoot
and swift on the wing, a monster, horrific, huge
and under every feather on her body—what a marvel—
an eye that never sleeps and as many tongues as eyes
and as many raucous mouths and ears pricked up for news.
By night she flies aloft, between the earth and sky,
whirring across the dark, never closing her lids
in soothing sleep. By day she keeps her watch,
crouched on a peaked roof or palace turret,
terrorizing the great cities, clinging as fast
to her twisted lies as she clings to words of truth.
Now Rumor is in her glory, filling Africa's ears
with tale on tale of intrigue, bruited her song
of facts and falsehoods mingled...
“Here this Aeneas, born of Trojan blood,
has arrived in Carthage, and lovely Dido deigns
to join the man in wedlock. Even now they warm
the winter, long as it lasts, with obscene desire,
oblivious to their kingdoms, abject thralls of lust.”

Literature 205—Ethnic Literature

Assessment Prompt

7. Please read the poem, “Little Sister Born in this Land,” by Elías Miguel Muñoz (p. 152)
8. Next, please write a 2-3 page essay that interprets the poem’s meaning and explains how various poetic techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay’s thesis, please identify the poet, the name of the poem, and your statement of the underlying meaning of the poem. Then, in the body of your essay, please analyze the particulars of the poem, quoting specifically wherever possible, to support and develop your interpretation.
9. After you are finished with your essay, **please put it in the LIT 205 Assessment shell** on D2L (you will notice this will appear on your choices in the next few days).
10. All essays must be typed and in MLA format with quotations cited in MLA format as well. Essays that do not have MLA citations and/or Works Cited will not be graded.

LIT 225

Assessment Prompt

11. Please read the following passage from Act I scene 2 of King Henry IV, Part 1 below.
12. Next, please write a 2-3 page essay that interprets the passage's meaning and explains how various literary techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay's thesis, please identify the poet, the name of the work, and your statement of the underlying meaning of the passage. Then, in the body of your essay, please analyze the particulars of the passage, quoting specifically as necessary and noting literary devices to support and develop your interpretation.
13. After you are finished with your essay, please put it in your instructor's drop box on this site.

I know you all, and will awhile uphold
The unyoked humour of your idleness:
Yet herein will I imitate the sun,
Who doth permit the base contagious clouds
To smother up his beauty from the world,
That, when he please again to be himself,
Being wanted, he may be more wonder'd at,
By breaking through the foul and ugly mists
Of vapours that did seem to strangle him.
If all the year were playing holidays,
To sport would be as tedious as to work;
But when they seldom come, they wish'd for come,
And nothing pleaseth but rare accidents.
So, when this loose behavior I throw off
And pay the debt I never promised,
By how much better than my word I am,
By so much shall I falsify men's hopes;
And like bright metal on a sullen ground,
My reformation, glittering o'er my fault,
Shall show more goodly and attract more eyes
Than that which hath no foil to set it off.
I'll so offend, to make offence a skill;
Redeeming time when men think least I will.

LIT Program Assessment Rubric

PSLO 1. Students will identify and interpret the elements of literary texts. Specifically:

- a. Students will identify literary elements using literary terminology.
- b. Students will articulate the significance of literary elements.
- c. Students will write an interpretative theme statement based on their analysis of the textual elements.

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will identify literary elements using literary terminology.	Specific, precisely accurate, and thorough identification of literary terminology demonstrated	Literary terms are used to identify multiple elements, and are most often used precisely.	Literary terms are used to identify multiple elements, but command of terms is imprecise.	Literary terms absent or used entirely inaccurately.
Students will articulate the significance of literary elements.	Connections between literary elements and articulations of their significance are clear. Statements of the significance of literary elements are coherent, relevant, and supported by text-based evidence/analysis.	Statements of the significance of literary elements always or almost always present, coherent, relevant, and supported.	Statements of the significance of literary elements are usually present and generally coherent, but include some imprecision, vagueness, or inadequate support.	Statements of the significance of literary elements absent, consistently incoherent, or unsupported.
Students will write an interpretative theme statement based on their analysis of the textual elements.	Theme statement present, coherent, and supported by multiple pieces of relevant, insightfully analyzed text-based evidence.	Theme statement present, coherent, and adequately supported by text-based evidence/analysis.	Theme statement at least implied and supported by some evidence.	Theme statement absent, utterly incoherent, or entirely unsupported.

Assessment Process Matrix

Assessment Process	What	Who will conduct it	When
Preparation	Develop assessment plan, distribute previously developed poetry essay assessment tool to instructors of LIT 115 & 205, form LIT program assessment team from dept. faculty. Revision of these materials is ongoing and will be revisited in dept. meetings each fall and spring.	Dept. faculty	Fall 2015/ongoing revision
Data Collection	Poetry interpretation essays from all sections of LIT 115 & 205 will be collected via D2L dropbox	Instructors of 115 & 205 deliver instructions and materials to students, students submit completed essays to D2L	This will happen by the end of each fall semester (eventually outcomes and courses will rotate)
Analysis	Each spring, LIT program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing qualitative data.	Dept. faculty (program assessment committee)	This will happen early in each spring semester
Reporting/Use	The LIT program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The LIT dept. will meet to discuss the report and recommend changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs.	Dept. faculty	Report will be completed each spring, dept. meetings in late spring and early fall will set recommendations to be implemented going into the next assessment loop.

Curriculum Mapping

Program: Literature

Revised Date: 31 January 2017

Program Student Learning Outcomes

Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

Course	PSLO 1	PSLO 2
LIT 115	I, E, U, A / Essay	I, E, U
LIT 201	I, E, U, A/Essay	I, E, U
LIT 202	I, E, U	I, E, U
LIT 205	I, E, U, A / Essay	I, E, U
LIT 225	I, E, U, A/Essay	I, E, U
LIT 246	I, E, U	I, E, U
LIT 259	I, E, U	I, E, U