

English SLO Reflection Chart Spring 2024

Directions

1. CHOOSE A COURSE: Choose ONE course to assess for Spring 2024 (or you may choose to assess more than one if you'd like!). If you are teaching any of the following courses, please assess that course:

- English 1AEX
- English 12
- English 13
- English 19
- English 35
- English 45

These courses are marked REQUIRED on the chart below to help you remember. If you are teaching two of these courses, please choose one (or assess both if you'd like), with preference given to any course that is a unique section.

If you are not teaching one of the courses listed above, you can choose English 1A, English 4, or English 7 to assess. If you have multiple sections of the course you are assessing, you can choose to comment on one section or multiple sections, according to your preference.

2. ASSESSMENT: Find the course you are assessing on the chart below. Write comments for EACH SLO for that course. In most cases, you will write reflections comments on 2-4 SLOs. Base your reflection on your understanding of how students did in the course on that SLO. Please point out areas of success and areas of struggle or challenge.

3. EXAMPLE: An example of how to fill out the chart appears on the next page.

SAMPLE ENTRY

SLO 1: Upon completion of English 1A, the student will be able to identify the main ideas and supporting arguments of a college-level text.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Students felt comfortable finding a main idea, but struggled at times with supporting ideas. I noticed this during class discussions and also on Essay 2 which asked students to reflect on the arguments in Amy Tan’s “Mother Tongue.”	I plan to slow down on shorter works such as articles, perhaps covering them for several days so we can more deeply examine the complexities of the argumentation.	The department doesn’t have a lot of materials about main and supporting ideas in reading— maybe we should create some. Removing the requirement to read two books will also make time for a more slow and thoughtful reading process for shorter works.

SLO ASSESSMENT CHARTS BEGIN HERE

ENGLISH 1A

Fill out the charts below to comment on all four SLOs for this course.

SLO 1: Upon completion of English 1A, the student will be able to identify the main ideas and supporting arguments of a college-level text.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Valerie Connors	When reading “The Case for Reparations,” most students were able to identify 2-3 reasons the author presented in support of reparations and 1-2 reasons in opposition.	I will continue to scaffold the assignment by modeling how to identify the main idea and point out the 1 st reason, then have students work in small groups to identify the 2 nd reason, and end with students working independently to identify the author’s reasons to support/oppose reparations. The article is relatively long, so I might remove sections of “The Case for Reparations”	Encourage students to find value & meaning in their work as well as intrinsic motivation, so they will not immediately go to Google, ChatGPT or other AI to find the answers.

		since the same skill can be assessed with less reading	
Katie Eagan	When reading the graphic memoir <i>Good Talk: A Memoir in Conversations</i> , students had a little trouble at first identifying the main ideas as opposed to “what happened.” Over time, we worked on distinguishing “what happened” from the author’s interpretation of what it meant to her and how she supported that interpretation over time with different examples from her life that built to a final conclusion. Students also struggled to differentiate the author’s interpretation of what happened from their own.	In fall 2024, I have moved to a different note-taking strategy that will focus more on separating out the different types of “summary” information on the left (direct quote, summary of an important event, summary of the author’s stated interpretation of that event) and student response to that information on the right (text-to-self, text-to-text, text-to-world). In other words, the left-hand side of the paper will be “main ideas and supporting arguments.” This will flow better into my existing slide show on dominant themes of <i>Good Talk</i> that identifies multiple supporting examples.	Emphasize the connection to their own personal stories, in which they will be revising for clearer main ideas and more or more developed supporting examples. Emphasize how helpful it will be to practice this on a graphic memoir and translate it to other texts they read for this and other classes.
Amanda Heinrichs	Most of my students were able to identify the thesis of “Thinking Critically,	I will continue to prepare students for reading by discussing how to identify	The RAW Center Help with Reading webpage is helpful. I

	Challenging Cultural Myths” when asked to in a discussion post. They also seemed to easily identify supporting points in the article such as the author’s definitions of critical thinking and discussion of various cultural myths.	the main idea(s) of a text, emphasizing why this is a useful skill in the context of information literacy and continue to assign a discussion post for my online students asking them to identify the thesis and supporting points the author makes.	also second everything Valerie said above

SLO 2: Upon completion of English 1A, the student will be able to research a topic using credible sources and document sources in an academically responsible way			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Valerie Connors	More than half the class did poorly in identifying credible resources for the Research Paper. As a synchronous/ hybrid class, their library orientation was a video + self	I re-taught the “library orientation” during a Zoom session, but that did not help. In-person library orientations from pervious semesters have produced	Continue having LPC Librarians do orientations. Have paper copies of an easy-to-use MLA 9 handout added to the syllabus and available at the English Department

	<p>paced module created by LPC librarian. Students were assessed from the Library Orientation module as well as the Research Paper's in-text citations & Works Cited.</p>	<p>better results. In the past, Zoom library orientations with an LPC librarian were ineffective. For 6 weeks, I taught & re-taught various lessons via ZOOM on research and documentation because I noticed little progress. In comparison to my in-person courses, being synchronous was the main difference.</p>	<p>front desk. Even a visual display of "How to create a Works Cited" by the English Office to make MLA 9 seem common and less intimidating for students.</p>
<p>Katie Eagan</p>	<p>For this assignment, students identified credible sources well, perhaps because they already had some schema; they were revising a previous essay and adding research. However, they struggled to understand how broad reference sources would help them with their research projects.</p>	<p>I need to do more to re-introduce the kind of work on credible sources that I used to do with my more freestanding research paper. I want to rethink how and when I introduce the value of reference sources, perhaps before they identify a more complex search statement. I want to introduce some consideration of how to assess the credibility of AI-generated sources. I would like to work on these things with a librarian, whether individually or in a formal class orientation.</p>	<p>Have the librarians share various ways that they help students use reference source material and assess AI-generated sources for credibility. Perhaps the tutorials could be revised with this in mind.</p>

Amanda Heinrichs	Most of my students did well finding credible sources. Some struggled with understanding the need for more than just brief reference-type sources. Almost all were able to create correct documentation after two drafts of an annotated bibliography and two drafts of an essay. Some students still struggled with parenthetical citations in their research essay.	I will continue to provide a library orientation for my students and use the library tutorial videos. I will also emphasize the need for a variety of sources in a research project. I will continue giving source documentation feedback on annotated bibliography rough draft and essay rough drafts to help steer documentation.	Continue to have available the library research tutorial videos. The CRAAP test one is very helpful.

SLO 3: Upon completion of English 1A, the student will be able to use effective and correct sentence structures to convey ideas.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Valerie Connors	The majority of students met the criteria because they used a variety of sentence structures in the compare/ contrast essay.	Continue to encourage students to attend RAW tutoring sessions. Ask the Library to stop promoting Grammarly PRO, which	Linguistic Justice should be a high priority. "Correct" is a biased criterion. Remind students the ChatGPT, Grammarly GO, and other AI

		creates content, unlike the original Grammarly which was more like the spell check & grammar check of WORD & Google Doc.	are cultural thieves and whitewashing our sentences. Authentic voice that reflects our cultures is erased by AI.
Katie Eagan	Students considered SAE and their own Englishes when making revisions. I looked at this more closely in individual paragraphs and left them to make their own revisions for essays as a whole. However, I did not do much to account for the use of Grammarly and did not survey students afterwards to ask them how their revision and editing process is changing with this new perspective. I also need to figure out how to better integrate BSS exercises with this new approach.	Continue to use some classroom instruction and BSS exercises to provide schema on grammar and offer SAE corrections. However, move directly into a more holistic writing exercise (a paragraph for the specific essay they took sentences from) that looks at context, purpose, audience, and style and makes final decisions on individual sentences based on these rhetorical concerns and clarity.	Develop a college approach to and policy on use of Grammarly that includes validation of all Englishes.
Amanda Heinrichs	Most students used a variety of effective sentences structures and achieved clarity. A few struggled with the common sentence boundary errors.	I will continue to provide BSS help sheets and targeted feedback to point out errors in a way that promotes their voice. I also assign a feedback reflection after each essay. I would like to provide more one-on-one help for students who struggle with grammar and	I echo what Valerie and Katie said

		refer them to my office hours and RAW. We consider positionality, but I would like to continue developing my inclusion of Linguistic Justice in my class.	

SLO 4: Upon completion of English 1A, the student will be able to write an academic essay using textual evidence to support a thesis.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Valerie Connors	The majority of students were able to support a thesis with text-based evidence in the Cause/Effect essay based on The Best We Could Do by Thi Bui.	I will continue to have students be co-creators of knowledge by having them work in small groups to analyze texts. We will continue to workshop our thesis on the Canvas Discussion Boards. This works especially well since the class was synchronous & students couldn't meet in-person	Continue SmartShops of thesis development.

Katie Eagan	The majority of students are able to integrate textual support but still struggle with the mechanics of MLA style. They also still struggle to cite paraphrased and summarized ideas, though most improve over time.	Do more to contextualize academic citation rules (different for different fields, but useful to develop strategies for comporting with an employer's/discipline's style guide). Do more to have students edit for citation in study groups and develop questions to ask classroom as a whole.	Develop a library lesson on how to check an auto-generated or database-provided citation for accuracy.
Amanda Heinrichs	Most students were able to write a thesis-driven essay with textual evidence about <i>The Glass Castle</i> . They utilized quotations and paraphrases from the text, but some fell back on too much summary and not enough analysis.	I will develop discussion and provide more examples/resources on the difference between summary and analysis and the distinctions between usefulness of each in an essay.	Continue offering the RAW website help for writing resources and relevant Smart Shops (like thesis and paragraph development)

English 1AEX (REQUIRED)

Fill out the charts below to comment on all four SLOs for this course.

SLO 1: Upon completion of English 1AEX, the student will be able to identify the main ideas and supporting arguments of a college-level text.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Peter Zimmer	The students did ok with Allyn and Bacon (one of the college-level based texts). However, I noticed they struggled applying those texts with their own writing and with the fiction texts they had read.	I plan on including more Allyn and Bacon lectures in my class for several weeks. I think where they struggled was when I would lecture on both Allyn and Bacon and one of the full-length texts in the class. I think I need to slow down and include shorter reading assignments.	I think we should require shorter texts (at least one shorter novel) and focus more on the college-level textbook. There is just too much reading for this class and it just was a challenge for them to digest all of the information.

SLO 2: Upon completion of English 1AEX, the student will be able to research a topic using credible sources and document sources in an academically responsible way

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?

Peter Zimmer	The students did ok when it came to find a strong research topic for their exploratory essay. However, I noticed they struggled with their thesis (in which they didn't have to answer their thesis statement). For example, this was very prevalent in their essay 3 assignment where they were supposed to select 3 articles and look at how reliable the sources are (via an exploratory essay). It was a struggle for them, and I think it added to their stress this semester.	I plan to slow down with the exploratory essay pre-writing assignments, perhaps even include more sample essays. Or I could make this assignment into a fun research project where they have to present their sources. I think the more students are engaged in the material and can it fun, I think that will assist them in their learning in the end.	I think a start would be to eliminate the 2 book requirement for the course. There is just not enough time to cover 2 books and a textbook into this one single class. It is not fair to the students because it poses a greater challenge for them to cram all of that reading into one semester.

SLO 3: Upon completion of English 1AEX, the student will be able to use effective and correct sentence structures to convey ideas

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What	What will you do the same/different in the future	What could the department do the same/different in the

	evidence (assignments, activities) did you consider?	to help students achieve this outcome?	future to help students achieve this outcome?
Peter Zimmer	I think this is where my students struggled with the most. The sentence structure assignments and lab assignments were challenging for them. For example, we would introduce a lab on fragments one week and students would feel extremely overwhelmed with the material.	I plan on including more sentence structure assignments during my lecture hours and check in with them on their assignments. In addition to that, I plan on including more sample assignments that will assist them with sentence structure.	I think there should an entire unit in the class on sentence structure instead of teaching another text. They need more time focusing on strong sentences and obtain more practice with their sentences. This could be in the form of offering an entire 3 weeks solely on building strong sentences.

SLO 4: Upon completion of English 1AEX, the student will be able to use effective and correct sentence structures to convey ideas.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?

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English 4

Fill out the charts below to comment on all four SLOs for this course.

SLO 1: Upon completion of English 4, the student will be able to identify and evaluate implied arguments in college-level literary texts.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/CO LLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Peter Zimmer	Overall, I think my students were able to evaluate the implied arguments being made in <i>An American Marriage</i> , <i>Fences</i> , and <i>The High Desert</i> . What I noticed especially was their in-depth analysis of the arguments being made in their essay on <i>Fences</i> . I plan on teaching that text more for this class.	I think for the most part, allowing them to work on argument based on journal entries and creative entries really benefited them the most because they were able to come away with a better understanding (through their voice) on the arguments being made in <i>Fences</i> .	I don't have any suggestions here.
Joseph Smigelski	My students excelled at understanding the implied arguments made in the fiction of Paul Auster, Yoko Ogawa, Robert Louis Stevenson, and	I will continue to give my students the freedom to analyze assigned novels and short stories in a way that reflects their true spirit and honest reactions to the literature. I have found over the	I can't think of anything the department could do at this time.

	several others. They demonstrated this in their discussions and response essays.	years that this approach inspires them to do their best work.	
Amanda Heinrichs	Most of my students did very well in identifying the anti-racist and anti-colonial implied arguments in <i>Midnight Robber</i> in discussion posts and an essay.	I will continue giving plenty of context for the novel before reading. Once they have the historical context of colonialism in the Carribean and why it matters to this sci-fi novel, they do well unpacking the book's themes and arguments. Similarly, giving context and asking pointed questions in discussions is what I do for all our readings. We also discuss their positionality as readers, and this opens the door for students to feel comfortable giving their true reactions and engagement with the texts.	Continue RAW website resources for reading

SLO 2: Upon completion of English 4, the student will be able to use grammar, vocabulary, and style appropriate for academic essays.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?

Peter Zimmer	Overall, I think my students had done exceptionally well with using grammar, vocabulary, and style appropriate for academic essays. I noticed this with essay 3 on <i>High Desert</i> .	I will continue to encourage students to seek out their voice in their writing (echoing the statement made by linguistic justice-community of practice) and to not focus too much on standardized English.	I think the department should eliminate the focus on standardized English because it constricts students from seeking out their authentic voice in their assignments.
Joseph Smigelski	Most of my students had very little trouble writing properly. I helped those who had difficulty, and those students improved their writing skills throughout the semester.	I will continue to encourage my students to take their time writing their essays and to proofread them carefully. I always tell them not to stress over their writing because that is counterproductive, and this advice seems to help.	I can't think of anything the department could do at this time.
Amanda Heinrichs	Most of my students came into the class with a strong foundation of academic grammar, vocabulary and style.	I will continue to provide BSS help sheets and targeted feedback to point out errors in a way that promotes their voice. I also assign a feedback reflection after each essay . I would like to provide more one-on-one help for students who struggle with grammar and refer them to my office hours and RAW.	

SLO 3: Upon completion of English 4, the student will be able to write a research paper using credible sources and correct documentation.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Peter Zimmer	Overall, I believe my students had done well with researching some sources relating to <i>The High Desert</i> . The essays I had read really made their topics rather interesting and dove right into a theme (for example on music/mental health).	I will continue to encourage students to research a topic they are deeply invested in and would like to relate to with <i>The High Desert</i> . I think the more the students are truly invested in their research paper, the more it piques their interest in the classroom.	I have nothing to suggest here.
Joseph Smigelski	Most students understood the concept of MLA style in-text parenthetical references and the Works Cited list. But there are always some students who just don't get it or don't care about it.	I will continue to offer help to any student who requests it by discussing this topic in a Zoom meeting.	The department could emphasize to English 1A instructors the necessity of making their students familiar with MLA style citation.
Amanda Heinrichs	Most students were able to select credible sources and integrate them effectively into	I will continue doing an annotated bibliography to lay a strong research foundation	Continue offering the RAW website resources and Smart Shops

	their research paper. We also do an annotated bibliography, which helps with proper documentation in the essay.	for their essay. I will also continue giving instruction on MLA style documentation and feedback on the rough draft. I would like to be more proactive in targeting students who need extra help and getting them into office hours.	

SLO 4: Upon completion of English 4, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Peter Zimmer	My students had done well for the most part with their essays synthesizing those texts. However, I noticed by the time I got to <i>Fences</i> , some students were	I plan on slowing down discussing each text over the semester. By rushing through each golden lines, metacognitive reflection, and assignment, it got to the point where some	I think if we didn't have to require 2-3 books for the class, it would give enough for the students to focus on logic and implement in the form of mini essays. By having so

	experiencing burnout in their essays and had some difficulties and understanding logic with the different texts.	students had mental breakdowns. I want to see students be able to understand the text and form thesis statements based on the texts.	many reading assignments, it does not give the students enough time to understand logic fallacies.
Joseph Smigelski	Most students had little difficulty finding connections among the literary texts under discussion, and they were able to support their claims with textual evidence.	I will continue to encourage students to look for connections among literary works and to keep in mind the concept of “intertextuality” (writers borrowing from other writers) because this is how literature works. But I am careful to explain the huge difference between intertextuality and plagiarism.	The department could encourage English 1A instructors to teach their students the difference between intertextuality and plagiarism because some students argue that since professional writers borrow or steal from other writers, they should be allowed to do it too.
Amanda Heinrichs	Most of my students did very well on their <i>Midnight Robber</i> research essay, making insightful connections between the novel and their research (the “real world”).	I will continue the many layers of scaffolding to help them create this essay: guided discussions/critical thinking questions about the novel, research and information literacy instruction, annotated bibliography, guided essay planning, rough draft, peer review, final draft. I’d like to figure out how to get more asynch students to take advantage of my office hours and RAW hours. Maybe do more	I feel the resources we have in the RAW Center and Smart Shops are helpful.

		targeted inviting to students who need support.	

ENGLISH 7

Fill out the charts below to comment on all four SLOs for this course.

SLO 1: Upon completion of English 7, the student will be able to evaluate the logic and validity of a nonfiction college-level text's reasoning and support.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Online students performed strongly on an assignment that asked them to evaluate the LACT (logic, argumentation and critical thinking) of an article. In-person students seemed to struggle more with the concepts. I think assessing this (reading and evaluating an article) in one class session was too rushed.	I will continue teaching Logicland which I think was successful in communicating the critical thinking concepts. In my in-person sections, I will dedicate two class sessions to the exercise on reading and evaluating an article.	If we don't have to teach two full-length books, that would allow more time for focusing on the logic and argumentation concepts.

SLO 2: Upon completion of English 7, the student will be able to use grammar, vocabulary, and style appropriate for academic essays.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Students wrote strong sentences and felt empowered to use their own voices more. Some of my in-person students still struggled a bit with writing clear sentences; I had more students who were recent English learners than usual.	I will continue teaching in a manner based on linguistic justice and Next Level English. Most students who had some confusing sentences were more recent English learners, so I'd like to find more ways to support their continued growth in the English writing skills.	We could do more to coordinate with ESL for students who don't place themselves optimally.

SLO 3: Upon completion of English 7, the student will be able to write a research paper using credible sources and correct documentation.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	The students' Research Essays showed that they were mainly able to use strong documentation.	I always include a works cited citation as part of the requirements for earlier (non-researched) papers but then forget to review this requirement (and thus don't end up actually grading on it). I'd like to build in this habit of citing all sources, even class texts, from the beginning.	I don't have any suggestions here.

SLO 4: Upon completion of English 7, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS

First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Students performed strongly, as evidenced by their research essay. Students were able to successfully combine information from personal experience, researched texts, class texts, and formal interviews to develop and support a coherent main point.	In one section I had students incorporate personal experience into their research essay. I feel this personal connection helped a lot with synthesis because students had a framework of personal understanding to help incorporate new ideas into. I would like to try this method in my other sections as well.	Dropping the two-full-length book requirement will help make more time to go deeper into analysis of the texts we teach, which helps with comprehension and synthesis.

ENGLISH 12 (REQUIRED)

Fill out the charts below to comment on student learning in the TWO LEVELS for this course.

ENGLISH 12A SLO: Upon completion of English 12A, the student will be able to write and revise a story or chapter demonstrating proficiency in the basic elements of fiction, i.e., character, plot, setting, point of view, and theme.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Marty Nash	Students submitted original stories that for the most part demonstrated these skills. Two that seem to be most lacking are character development and point of view consistency. Over the many years I've been teaching this course, I've noticed a change in students' stories that frankly, and I could be off base here, seems to be influenced by video game stories. Stories have gotten longer, generally, and tend to spend a lot of their time and detail on world building, sometimes to the detriment of	I've considered requiring one of the two student submissions to be a short story of realistic fiction to encourage more focus on character development and point of view control. However, I'm torn because I want the workshop to be a place where students can practice any kind of fiction writing they like to do. We do brief journal exercises that practice using each of the elements of fiction, but it's clear students sometimes aren't applying the skills to	Encourage the library to continue their subscriptions to literary journals so students can continue seeing more examples of character-driven fiction. Continue supporting the LPC Literary Arts festival so students can hear from authors who specialize in the craft.

	<p>character development. In short, some of these stories read more like video games. There is sometimes a lack of point of view control and consistency with narrators' perspectives slipping between omniscient and multiple limited (often inconsistent in who they're limited to and the amount of time they're limited to various characters).</p>	<p>their own stories. That said, I think workshop feedback, the actual discussion of their stories, is the best place to address how these elements can be more successfully incorporated in their stories. Maybe I'll write more focused questions about these particular elements to consider and discuss when we read the stories published in the textbook at the beginning of the semester.</p>	
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ENGLISH 12B SLO: Upon completion of English 12B, the student will be able to write and revise a story or chapter demonstrating command of the elements of fiction, i.e., character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and _____.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Marty Nash	The notes from English 12A mostly apply here as well. Students in 12B do tend to have more character development,	Same as 12A note	Same as 12A note

	though point of view consistency is still a challenge at times.		
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ENGLISH 13 (REQUIRED)

Fill out the charts below to comment on student learning in the TWO LEVELS for this course.

ENGLISH 13A SLO: Upon completion of English 13A, the student will be able to write poems in traditional and modern forms, demonstrating proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?

ENGLISH 13B SLO1: Upon completion of English 13B, the student will be able to demonstrate knowledge of poetry publication markets and strategies.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What	What will you do the same/different in the future	What could the department do the same/different in the

	evidence (assignments, activities) did you consider?	to help students achieve this outcome?	future to help students achieve this outcome?
ENGLISH 13B SLO2: Upon completion of English 13B, the student will be able to write poems in traditional and modern forms, demonstrating intermediate proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?

ENGLISH 19 (REQUIRED)

Fill out the charts below to comment on student learning in the TWO LEVELS for this course.

ENGLISH 19A SLO: Upon completion of English 19A, the student will be able to create a literary anthology, following a timeline for production, creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formatting anthology content and organizing an awards ceremony for contributors and contest winners.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS

First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Marty Nash	Students performed very well and produced a beautiful, thoughtfully curated book.	I think the editing process could be improved because we have such a short time between final selection of pieces and submitting them to the printer. Same goes for the design process. This semester, we began discussion of our house style guide, specifically visual design elements, early in the semester so that we could try incorporating some changes in the book; however, students became so busy reviewing submissions, this discussion died off and we didn't incorporate many of the design changes we'd discussed because we had to send it to the printer. This coming semester, we might try to mock up a new design our previous staffs have considered, and print a sample, before the review	<p>Support our annual trip to the national journalism conference.</p> <p>Encourage the library to continue their subscriptions to literary journals so students can continue seeing examples of industry standards.</p> <p>Continue supporting the LPC Literary Arts festival so students can hear from authors who specialize in the craft.</p>

		process begins. A new design would influence what we publish (and the amount).	
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ENGLISH 19B SLO: Upon completion of English 19B, the student will be able to create a literary anthology, following a timeline for production, creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formatting anthology content and organizing an awards ceremony for contributors and contest winners.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Marty Nash	Same as 19A response. Students in 19B also took on more leadership responsibilities and performed well.	Same as 19A response. We'll also continue to encourage 19B students to take on leadership roles.	Same as 19A response

ENGLISH 35 (REQUIRED)

SLO 1: Upon completion of English 35, the student will be able to analyze an author's use of literary techniques to develop a theme.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Students showed a strong ability to discuss literary techniques, as evidenced in their discussion board responses, as well as some essays depending on choice or prompt.	Continue to discuss literary stylistic choices in video lectures.	Not sure anything is needed but perhaps adding more about literary style to the RAW site.

SLO 2: Upon completion of English 35, the student will be able to analyze, evaluate, and interpret how 20th century American literature creates and reflects an American identity.

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Students reflected strongly in discussion boards and essays about the concept of freedom and how this was important to	I didn't set up my curriculum to deal with this topic (American identity) explicitly. I could do that more.	I guess remind lit instructors to check the SLOs.

	US authors, as well as how this concept differed for members of different groups/identities.		
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SLO 3: Upon completion of English 35, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Karin Spirn	Students were able to successfully complete this, as demonstrated in discussion board activities and papers.	The first paper asked students to compare three texts. It seemed difficult to make too many comparisons in one paper—the analysis here was a bit shallow. I wonder if there is a way to encourage students to go deeper in my instructions.	Note sure anything is needed here.

ENGLISH 45 (REQUIRED)

SLO 1: Upon completion of English 45, the student will be able to analyze an author's use of literary techniques to develop a theme.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Michelle Gonzales	Students seem to have quite a bit of practice with this particular outcome, and in an assignment related to <i>The Hate You Give</i> , students focused on a wide variety of devices to write about, illustrating an overall comfort with this skills	This is actually one skill that I didn't spend too much time on because for the books chosen and read for this class so much is already written. It's just too easy to go to the internet to find this information.	When possible, choose more current literature, and/or combine this skill with one other related skill that encourages students to do their own textual analysis and thinking.

SLO 2: Upon completion of English 45, the student will be able to demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.			
INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS

First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?
Michelle Gonzales	As in above, overall, students are comfortable with literary terms, and those not as comfortable are provided with resources.		

SLO 3: Upon completion of English 45, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition

INSTRUCTOR NAME	ASSESSMENT	PERSONAL ACTIONS	DEPARTMENT/COLLEGE ACTIONS
First and last name	How did students perform, overall, on this outcome? What evidence (assignments, activities) did you consider?	What will you do the same/different in the future to help students achieve this outcome?	What could the department do the same/different in the future to help students achieve this outcome?

DISCUSSION

Reviewing this document at our September and October meetings, we determined that students were doing well with critical thinking and textual analysis. Students struggled with technical skills such as MLA citation and summarizing. They also struggled to complete reading assignments, especially when numerous book-length texts were assigned. Students thrived

using linguistic justice teaching methods, which many instructors found to be valuable practices that strengthened student writing.