

### Basic Program Information

**Department Name:** English Department

**Division Name:** Language Arts Division

**Program Mission(s):**

The Foothill College English Department offers a comprehensive and richly diverse program in basic college skills, transfer-level composition/reading, creative writing, and literature. Classroom-based and online instruction develop critical reading and writing skills essential to higher education (including for those majoring in English), career preparation, and effective participation in a democratic society and a global community. English courses teach students to evaluate the logic and techniques employed by writers in a variety of texts and respond in organized, fluent, and persuasive essays. These skills enable Foothill College students to achieve their goals for academic success, personal growth, and lifelong learning.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Susie Huerta	English	Faculty
Kella Svetich	English	Faculty
Richard Mills	English	Faculty

Please include the following information about your program:

Total number of Full Time Faculty:	21
Total number of Part Time Faculty:	32
Total number of Classified Professionals:	

<b>Please list all existing Classified positions:</b>
<i>Example: Administrative Assistant I</i>

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
English AA		X	
English for Transfer (ADT)		X	
English XL(erated)			X
Puente			X

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

### Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

#### A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
English - AA	4	3	10	333%
English - ADT	0	0	1	100%

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	6820	6894	6340	-8.0%
Productivity (College Goal 2014-15: 535)	360	351	361	2.7%

#### B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) \_\_\_\_\_

#### C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			

<b>Full-time Staff</b>			
<b>Part-time Staff</b>			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

New curricula have included the streamlining of the English major towards students' expeditious completion of AA, ADT, and/or transfer requirements. The survey courses, part of the core requirements for the English AA and the English ADT, as well as for students transferring to four-year institutions, have been revised from a four-unit, three quarter series to a five-unit, two-quarter series in order to streamline students' progress through the English major at Foothill and beyond. The English Department's Critical Thinking and Composition course (ENGL 1B) has been revised with an emphasis on literature in order to streamline our transfer degree, which will allow many more students to smoothly move from our English major into a four-year institution.

In regard to more expansive use of technology, the English Department this year approved the online delivery of all literature classes (with the exception of the survey courses). This move opens access to literary study and to English / General Education credit for an increased range of students who may not be able to attend face-to-face classes.

The prerequisite for our English 1A Composition course will change this academic year from a sole ESLL prerequisite to a set of co-requisites that will enhance students' success in their transition to and completion of English 1A.

## Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander and Filipino students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

**English XL: (English 1ST/English 242AB)** This pathway offers targeted students an alternative path through the English 1A sequence, reducing the typical number of quarters it takes to reach English 1A. Students who test below college level can now reach transfer-level English 1A in two quarters rather than three. This accelerated pathway increases completion. In addition, students in the pathway enroll concurrently into English 242A/B, critical thinking courses that focus on metacognition and reflection on reading and writing processes.

**Pass the Torch:** This program offers one-on-one tutoring for students in the following English courses: English 209, English 110, English 1A, English 1S/T, English 242AB, and English 1B. Such individualized support is proven to increase the success rates of targeted groups.

**The Learning Center (TLC):** The TLC offers individual tutoring, workshops related to both reading and writing processes, embedded tutoring for various subjects, and resources such as computer and printer use. Tutors are part-time English faculty and coordinator is full-time. Supplementary instruction such that which is offered by the TLC improves the success rates of targeted groups.

**Puente Program:** The Puente Program targets first-generation college students who have the intention of transferring to a four-year university. The program currently uses the English XL pathway model. Students in the Puente Cohort are in a learning community with a counselor and take Counseling classes both quarters. Primarily serving Latino/a students, the Puente program has a direct effect on the course completion rates of a targeted group.

**The Reading Initiative (RI, for short):** The RI is A faculty-led group of part-time and full-time instructors who who have an interest in learning about tried and true methods in reading development, as well as exploring and sharing new strategies for improving reading. The English faculty feel that improving the reading skills among targeted groups is a crucial component for improving their course completion rates. While this group explores reading strategies applicable to all students, improved reading instruction will likely benefit targeted groups and improve completion rates.

**Online-Tutoring:** Currently, the TLC hosts online tutoring for one hour per week. Additional appointments are scheduled per student requests. Foothill College has also adopted Smart Thinking as a supplemental online tutorial service in writing. Students can submit their papers and receive feedback within 24 hours or also live-chat.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

“Decline to State” students continue to have the highest success rate at 87%, followed by Asian students (81%) and White students (76%). African American students, Filipino students, Latino/a students, Native

American, and Pacific Islander students have lower success rates. However, perhaps as a result of some of the efforts outlined above, notable gains have been made. The success rate among African American students has increased 5% since last year, and it has increased 2% among Filipino students. A 10% decline in success rates among Pacific Islander students and a 2% decline among Latino/a students warrant further attention.

The Puente Program pathway model has demonstrated high success rates since its first pilot year, an increase from 73% to 90% in the last academic year. While this program is partly funded by the Puente Statewide office, it offers a model that is proven to work. The basic components (counseling class, a counselor dedicated to that particular cohort, early interventions, cohort model) can be replicated to ensure the same type of academic success for African American students. To fulfill this need, we can offer .125 reassigned time to an English instructor to implement the program. Such a program could directly impact the success rates among African American students in our courses.

The department is also considering a Basic Skills/Student Equity funding proposal for the addition of an Embedded Tutoring program. The details of the program have yet to be determined, but it would likely entail having Supplemental Instructors attend Basic Skills courses and facilitate supplementary workshops and tutoring for students enrolled in the sections to which the Supplemental Instructors are assigned. Direct support such as this could improve the differences in success rates.

The English XL Pathway, Pass the Torch, The Learning Center, and The Puente Program all represent efforts to address the differences in success rates. These interventions have taught us that pathway programs—including those designed to meet the needs of targeted groups, such as Puente—as well as one-on-one tutoring improve student success. Both Mfumo and Embedded Tutoring would be extensions of these successful strategies.

Moreover, program faculty have been at the center of campus-wide equity efforts. Two English faculty members have served as Faculty Tri-Chair of the Student Equity Workgroup (Erica Onugha and Hilda Fernandez) while several more faculty are current participants in the workgroup (Katie Ha, Susie Huerta, Richard Mills). Such engagement will facilitate our program's robust engagement with equity initiatives as they develop in the coming years.

English faculty (Susie Huerta, Tess Hansen, and Allison Herman) have been important contributors to the campus-wide Basic Skills Workgroup. Basic Skills concerns are interwoven with equity, and these faculty members' contributions further represent initiatives the department has taken to address outcome differences.

### Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- B) Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

### Section 4: Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

The English Department has adopted a more individualized approach to CL-SLO reflection and assessment. Individual instructors enter their reflections and assessments directly into TracDat, describing pedagogical approaches to achieving each SLO and evaluating student success based on established assessment methods. Faculty members have reported the reflection process itself to be illuminating, as they are compelled to describe and evaluate classroom practices and how they steer students towards the learning objective of the course. Such an opportunity for metacognitive reflection is welcome amidst what is an occasionally frenzied teaching schedule. Moreover, the reflections and assessments on TracDat provide faculty with an opportunity to engage in a kind of dialogue about the course they teach. For example, in a recent Assessment Finding for English 1A, one instructor thoughtfully explores how students' difficulty reading a book-length text likely influenced their ability to achieve a central outcome, articulating a main idea at the essay level. These comments provide other instructors valuable insight into the roadblocks facing students as they work to achieve a particular learning outcome. This, of course, can inspire pedagogical changes among individual instructors. Because department meetings are devoted to more administrative matters, the SLO reflections and assessments offer faculty a rare opportunity to record and exchange ideas about pedagogies and their effectiveness. This is the foundation for meaningful curricular and pedagogical change.

- B) For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

Assessment of program-level student learning outcomes fosters collegial discussions about pedagogy and assessments, which help faculty to make informed decisions about how to improve instruction and create stronger assessments.

For all programs: Instructional, Students Services, Administrative

**C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The SLOs focus on critical reading and thesis-based writing; therefore, they directly support our program learning outcomes. The SLOs also contribute to students' success and their progression from basic skills to transfer-level courses. The SLOs thereby support the mission of the college by promoting a diverse population of students in their ability to transfer or prepare for a career. In addition, universal use of SLOs has enhanced communication and collaboration between faculty teaching the same course during different years and quarters; meanwhile, prominent (required) placement of the SLOs on every syllabus has actively alerted students to the stated course outcomes and included them in discussions of these outcomes in their courses.

**What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Faculty who teach in the English 1ST/English 242AB pathway sequence, meet on a weekly basis to discuss student success, pedagogy, assessments, and logistical concerns related to enrollment and recruitment.

Full-time instructor, Sam White, recently organized the Reading Initiative in which full-time and part-time faculty come together to discuss pedagogy in reading development.

Instructors Scott Lankford and Richard Mills organized a series of meetings between De Anza English Faculty and Foothill English faculty to collect information about our sister campus's Basic Skills sequence and Literature program. This information was presented to department faculty in order to foster dialogue about adaptations of De Anza's approach to  our own program and its student learning outcomes. Toward the same end, many English faculty participated in a joint Foothill-De Anza English department retreat.

**Section 5: Program Goals**

**Please comment on progress you have made on program goals from prior program reviews.** Check the appropriate status box & provide explanation in the comment box.

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>Related to prior resource request (Y/N)</b>	<b>Status: Completed, In progress or Revised</b>	<b>Comment on Status</b>
<b>1. Conduct Research in XL pathway</b>		In progress	Working with IR on continuing research
<b>2. Launch new courses</b>		Completed	New literature courses have been developed to attract non-majors and to streamline English majors' degree/transfer completion.
<b>3. Curriculum Review, Updates, and Development</b>		Completed / in progress	In addition to new courses, ENGL 1A prerequisites have been revised to ensure student success; ENGL 1B and ENGL 1C have been reconfigured to allow students clearer options for completing composition requirements.
<b>4. Professional Growth, Collaboration, and Training</b>		In progress	As noted above, faculty are engaged in numerous collaborative efforts to engage in professional growth activities.
<b>5. Faculty Breadth</b>		Completed	The department has hired faculty proficient in a range of literary periods, including faculty of medievalist/early modernist literatures.
<b>6. Student Support</b>		In Progress	Faculty work closely with one another and with students to direct them to campus resources: TLC, Pass the Torch.
<b>7. Decrease the achievement gap</b>		In Progress	As noted above faculty are involved in various efforts to decrease the achievement gap.
<b>8. Augment Online tutoring to SI Program</b>		Completed	Online tutoring has been recently added to the SI program.
<b>9. Facilitate and improve the completion of important department business</b>		In progress	The department still lacks central coordination; without such a position, department business responsibilities are not clearly and equally divided, which problematizes efficient completion of department business.
<b>10. Promote English Degree Majors (ADT)</b>		Completed; in progress	Upon State approval of the English ADT, faculty began promoting the new degree with the creation and distribution of flyers around the campus and during SOAR workshop days. The department will continue to promote the degree through flyers, presence at SOAR, and close interaction with Counseling.



**Please list any new goals for your program you would like to undertake this year.** The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>How will this goal improve student success or respond to other key college initiatives?</b>	<b>How will progress toward this goal be measured?</b>
1. Continue research in XL pathway	Research will continue to guide meaningful dialogue about student assessments, interventions and recruitment/retention efforts for students in the pathway.	Faculty who teach in the English 1ST Pathway will meet regularly to discuss research findings and discuss next steps in curriculum development and logistical needs for the pathway.
2. Curriculum review, updates, and development	Continuing review of the English curriculum will improve success for all students, including basic skills and transfer students, English majors, and students who look to the English Department for career preparation and enhancement.	Continuing attention to English major numbers, AA and ADT degrees granted, as well as student success numbers in individual classes, will determine curriculum review and revision.
3. Promote English Degrees (AA and ADT)	Promotion of the English degrees--the transfer degree in particular--offers students opportunities for transfer, as well as career prep and enhancement.	Progress will be measured by reviewing numbers of English AA, ADT, and transfer students; curriculum may be adjusted accordingly.
4. Collaborate to reflect on and discuss SLO assessments in a more substantive way.	As SLOs are a key measure of student success, faculty need to be engaged in meaningful dialogue about how SLOs are met and assessed. Students will benefit and be more likely to succeed throughout the sequence if there is a greater consistency among instructors in the development of assessments.	Progress will be measured by the number of faculty (both full-time and part-time) who participate in these discussions and reflect collaboratively on SLO assessments on a yearly basis in a department retreat.
5. Provide more opportunities to work with adjunct instructors and engage them in department business and curriculum development	Adjunct instructors teach a significant portion of our classes in the program and often represent students' main contact with the department. Due to issues of scheduling and remuneration, these important faculty are often unable to participate in department conversations and professional development that could directly affect their ability to improve student success.	Progress will be measured by the number of part-time faculty who participate in conversations and professional development activities.
6. Collaborate with The Learning Center to create curriculum expand embedded tutoring program in the English Department.	The embedded tutor program is currently working with different departments on campus. This program is beneficial in that it allows tutors for specific course to be familiarity not only with the general content of the course, but also with the specific expectations and	More embedded tutors will be working with specific instructors in the English Department.

	assignments of a particular instructor.	
7. Collaborate with administration to provide institutional support via Banner to better facilitate enrollment in the Pathway learning communities.	As the pathway continues to grow, it is necessary to make the matriculation process more streamlined. This year many students were left scrambling for classes because they registered in the wrong section of English 242A. To ensure student success, we must make the registration process more clear and effective.	Each quarter, assess the stability of enrollments across each 1S/T 242A/B cohort. Communicate with faculty currently teaching in the program to verify success of changes in system.
8. Outreach to African American students and create a pathway cohort that focuses on African American authors and/or themes related to the African American community. Create a learning community with a counselor and have students enroll in CNSL support class concurrently to ensure student success.	The Puente Program pathway model has demonstrated high success rates since its first pilot year, an increase from 73% to 90% in the last academic year. While this program is partly funded by the Puente Statewide office, it offers a model that is proven to work. The basic components (counseling class, counselor dedicated to that particular cohort, early interventions, cohort mode) can be replicated to ensure the same type of academic success for African American students.	One pathway cohort will be focused on African American students. The English instructor will meet regularly with the counselor to discuss student progress and necessary interventions. Students in this cohort will take one counseling, student support or transfer class while enrolled in English 1ST and English 242A/B.

### Section 6: Program Resources and Support

**To be completed only if making a new resource request.**

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

#### Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

#### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports		% Time

	<b>this goal.</b>		

**One Time B Budget Augmentation**

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 5 and how this resource request supports this goal.</b>

**Ongoing B Budget Augmentation**

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 5 and how this resource request supports this goal.</b>
Funding for English department retreat: this retreat will take place during the winter or spring quarter and will provide the time and space for faculty to come together and address all department needs that are not met during required meetings. The retreat will be a PGA opportunity for all who attend.	\$1500.00	Supports goals 2, 4, and 5.
Faculty stipends, for both full-time and part-time faculty, for attending the department retreat.	\$700.00/faculty member?	Supports goals 2, 4, and 5.
Faculty stipends for (for either part-time or full-time instructor)the development and implementation of pathway cohort focused on African American student success.	\$21,000	Supports goal 8 and ties directly into equity goals to address needs for the disproportionate impact population.
Faculty Stipend for Department Coordinator	\$21,000	Supports goals 2, 3, 5, and 7; ties into most department goals to address need for central coordination.

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

### Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. In last year's program review, Dean Paul Starer expressed concern about declining enrollment in recent years. He also noted that we are unable to determine whether the decline represents an anomaly or a trend and that the causes of the decline are unclear.	Enrollment declined again in 2013-2014. Efforts have been made to increase enrollment. As noted above, all literature courses are now offered online and the English major has been streamlined. Moreover, faculty have made efforts to promote the English major through the creation of promotional materials.
2. In previous years, Dean Starer has recommended that faculty work to reduce the achievement gap and improve student success among targeted groups.	The preceding comments regarding student equity reflect our program's efforts to improve student success among targeted groups.

a. After reviewing the data, what would you like to highlight about your program?

The English department remains deeply committed to improving student success and decreasing the achievement gap. English thoroughly realigned our degree and literature program both to improve productivity and to enhance student pathways towards success. Efforts to improve the degree and to promote it in recent years are a plausible explanation for the number of English degrees awarded more than tripling between 2012-13 and 2013-14. We have engaged in a dialogue with De Anza to look at our composition, literature, and basic skills programs on a comparative basis. We were recently approved for an ADT degree in English, the

first of which was awarded in 2013-14. Our new SI program has been very successful, and it has been recently augmented with online tutors. We are fully up to date with our SLOs, PLOs, and Title 5 updates. At the institutional level, English department faculty have taken leadership roles in Equity, Basic Skills, Pass the Torch, the TLC, Heritage Months, and Puente—all of which address the achievement gap and student success.

## Section 8: Deans Feedback and Follow Up

**This section is for the Dean to provide feedback.**

**A) Strengths and successes of the program as evidenced by the data and analysis:**

The strengths of the English department and program are many. The program continues to serve the basic skills needs of the students and the campus, and the demonstrated success of the accelerated pathway shows that an accelerated and stretched approach to basic skills instruction is not only viable, but desirable on the part of the students. I commend all the faculty involved in the ongoing efforts of the pathway program.

The development and refinement of the ADT in English has also served students well and the spike in students earning the AA in English shows that the curricular efforts on the part of faculty to streamline the sequence of offerings for the degree have paid off. While it is too soon to tell if this increase in degrees awarded is a trend, I am optimistic that that ADT will entice students into the program.

I am perhaps most pleased with the renewed spirit of collaboration among the English faculty and their efforts on curriculum development, SLO assessment and reflections, the accelerated pathway, and reading initiative are all indicative of this. This spirit imbues the department's efforts and pivots on the success of our students.

I'm also pleased to report that we seem to be turning a corner in terms of enrollment declines with substantially increased enrollment manifesting this winter quarter 2015.

**B) Areas of concern, if any:**

I am supportive of the department's efforts to address the achievement gap among targeted students. While the department has made some gains in the success and completion of African American students, as noted in this program review, there needs to be efforts to replicate this success among Pacific Islander and Latino/a students.

I also believe that more can be done to improve the matriculation of students from English 209 to English 1A and beyond. Success with this would also likely improve equity outcomes for the entire department.

**C) Recommendations for improvement:**

I am supportive of efforts to expand the pathway model and to open more sections of the classes (as demand warrants), but I think faculty-led professional development around practices in the pathway that are particularly successful could be relevant and useful even to non-pathway faculty and students.

I continue to believe that a short summer bridge course could lead to improved placement results for students starting English in the fall. Such efforts have been successful in math and ESL.

Finally, greater efforts need to be extended to improving consistency across all sections of all courses. The idea of a faculty retreat is a good one and I am supportive of stipends to incentivize part-time faculty participation. However, a single event is not likely to lead to sustaining change and improvement. Opportunities for this kind of dialogue could/should be incorporated into the business of the department every quarter.

**D) Recommended next steps:**

- ☒ Proceed as planned on program review schedule
- ☐ Comprehensive Program Review (Out of cycle) Recommended
- ☐ Remediation Plan Recommended

*Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - English (ENGL)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Written Interpretation - Including analysis of Poetic Forms and Theories, the successful student will be able to interpret in writing such elements of poetry as rhyme, meter, figures of speech, assonance, consonance, internal rhyme, et. al. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Two exams provide a written method for students' expression of their knowledge of poetry. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 80-90% of students will receive a grade of "C" or higher for 25% on each exam.		
<b>Start Date:</b> 10/12/2013 <b>End Date:</b> 10/12/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Three-four page paper on a selected poet, form of poetry, or poetic theory. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80-90% of students will receive a grade of "C" or higher for the final 25% of the grade.		
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Evaluate/Interpret - The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty years, students also evaluate and write about poetry from Primitive to Modern times. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Accounts 25% of the student's grade. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 80-90% of students will receive a grade of "C" or higher.		
<b>Start Date:</b> 10/12/2013 <b>End Date:</b> 10/12/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Two exams provide a written method for students' expression of their knowledge of poetry. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 80-90% of students will receive a grade of "C" or higher for 25% on each exam.		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Essay to assess this SLO using Department rubric.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 2 - Topic Sentences - Students can articulate a main idea at the paragraph level. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Formal essays</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>01/06/2014 - I find that the phrase topic sentence is not as helpful to me in teaching what I really want, which is for students to articulate and craft effective arguments. Thus, I only use the terms argument or main point throughout all reading and writing exercises in English110. This allows for repeated student opportunities to articulate their positions in a complete sentence. We then work on linking evidence, reasoning, and deeper connections to the thesis as the other components of an argument. I ask them in their drafts -- what are you arguing here? The entire process seems to get them to more actively participate in crafting arguments, which is really the goal here.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> critical thinking and communication</p>	
<p>Department - English (ENGL) - ENGL 11H - HONORS INTRODUCTION TO POETRY - Further Knowledge - A successful student will develop knowledge for preparing annotated bibliographies and literary presentations. (Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 10/12/2013</p>	<p><b>Assessment Method:</b> in-class presentation requiring analysis and annotated research on a selected poem</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students will receive a grade of B or better on the in-class presentation</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 10/12/2014 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 11H - HONORS INTRODUCTION TO POETRY - Evaluate/Interpret - The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty years, students also evaluate and write about poetry from Primitive to Modern times. (Created By Department - English (ENGL))	<b>Assessment Method:</b> 5-7 page essay on a single poet, or comparison of poets within movement or period of poetry. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 90% of students will receive a grade pf B or higher.		
<b>Start Date:</b> 10/12/2013 <b>End Date:</b> 10/12/2014 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 1 - Social/Political - Identify significant literary, social, cultural and political issues in 19th-21st century African American writing. (Created By Department - English (ENGL))	<b>Assessment Method:</b> final exam essay which asks students to synthesize various works of literature within social, cultural, and political contexts. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Target is that every student will be able to identify one or more significant literary, social, cultural and/or political issue within 19-21st century African American writing. with predictable variations in quality of writing since this is not a composition class.		
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 2 - Culture - Identify fundamental elements of African American culture as represented in the literature. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Final exam: essay question which synthesizes important cultural elements in a literary and historical context. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	That every student will be able to identify, with varying degrees of skill, one or more important element of African American culture as represented in the works studied.		
Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 1 - Students can understand postmodernism in literature and recognize its effect on selected contemporary fiction. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Formal college level essay <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Show understanding through essays		
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 2 - Students can articulate a main idea at essay level (thesis) (Created By Department - English (ENGL))	<b>Assessment Method:</b> I will be assessing this Student learning outcome with Fall 2010 course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Thesis centered essays		
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 1 - Read a text actively and critically - A successful student will be able to read literary texts of various genres and subsequently actively and critically assess those works for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal literary analysis essay.	09/22/2014 - At least 80% of students received a B- or higher on at least one formal literary analysis. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> Findings reflect the communication ILO.	
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 2	<b>Assessment Method:</b> Students will compose literary analysis	10/16/2014 - While 80% of students received a B- or better on a literary analysis essay incorporating	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- Definition and application of theoretical concepts - A successful student will demonstrate understanding of key literary theoretical concepts and will effectively apply those theories to the critical reading of literary texts. (Created By Department - English (ENGL))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 12/09/2013</p> <p><b>End Date:</b> 03/31/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>essays that demonstrate understanding and application of literary theories.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students will receive a B- or better on one literary analysis essay incorporating literary theory.</p>	<p>literary theory, the level of engagement with those theories could have been more in-depth.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>09/22/2014 - More substantial discussion of literary theory and its application to texts needs attention for future sections of ENGL 16.</p>
<p>Department - English (ENGL) - ENGL 17 - INTRODUCTION TO SHAKESPEARE - SLO 1 - The Plays - A successful student will be able to evaluate and interpret in writing a variety of tragic, comic, and historical plays by Shakespeare. (Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 10/12/2013</p> <p><b>End Date:</b> 10/12/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students discussed each of the four plays as a class and in small groups; furthermore, they completed a reading quiz when we finished analyzing each play. Quizzes tested the students' basic knowledge of each play and their ability to analyze each play, typically through short-response questions regarding content, passage identification, and analysis. Moreover, at the end of the quarter, students submitted a 5-7 page analytical essay on one or more of the plays they read. Lastly, the course culminated with a comprehensive final exam, during which students were asked to identify passages from each of the four plays and then explain the significance of the passage within the overall context of the play.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will receive a grade of B or higher.</p>	<p>10/15/2013 - Socratic seminars proved to be a good way to encourage students' analysis. To prepare students, I asked students to focus on particular ideas when reading an act in a play. Students worked first in small groups to discuss the ideas they focused on in their readings. Students would then share out in a whole class discussion.</p> <p>Another important approach to encouraging students' analysis of the plays was showing students a documentary series, In Search of Shakespeare, a BBC documentary (available on YouTube) about William Shakespeare's life and the social-political context of London. The first two weeks of class did focus primarily on providing students with background on the history and social contexts that informed Shakespeare and his works. I also followed this biographical and historical introduction with the sonnets to have students to learn more about the personal experiences that informed Shakespeare's plays.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Resource Request:</b> Student Writing Center <b>GE/IL-SLO Reflection:</b> Through critically reading, writing about, and discussing 2 tragedies, 2 comedies, and one history play students absorbed and integrated 3 of the 4 Cs: Communication (Computation, NA), Critical Thinking, Community and Global Consciousness.	
Department - English (ENGL) - ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER - Cultural Studies Learning Outcome - Students will be able to explain how historical and cultural frameworks have shaped vampire literature from its origins in Gothic literature to its present-day forms. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Short writing project emphasizing cultural studies reading to explain how historical moments have shaped vampire literature. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 90% of students will receive a B- or better on this assignment.	09/22/2014 - ENGL 18A was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 01/01/2013 <b>End Date:</b> 03/31/2013 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER - Gender and Sexuality Learning Outcome - Students will be able to analyze the roles of gender and sexuality in vampire literature. (Created By Department - English (ENGL))	<b>Assessment Method:</b> A short analytical writing project that discusses the significance of gender and sexuality in vampire literature. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 90% of students will receive a B- or better on this project.	09/22/2014 - ENGL 18A was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
<b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 01/01/2013 <b>End Date:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
03/31/2013 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will hand in a journal at the end of the quarter. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 8 entries out of 10 will meet the score of 5 on the rubric.		
	<b>Assessment Method:</b> Formal, out-of-class argumentative/research essay at the end of the quarter <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 90% of students get a C or better on this particular criteria from the rubric	10/17/2014 - 87% of those who submitted a final out-of-class essay earned a C (>72%) in a holistic application of all criteria from the rubric. Of the 13% who earned <73%, the integration of the text support was acceptable to avoid dropped-in quotes. The challenges seemed to be: effective selection from a range of sources to fully develop the overarching thesis and appropriate formal citation in MLA format of the sources.  This quarter, I continued to assign a collaborative group research project to encourage the class as a whole to explore a range of issues relating to the overall topic of citizen science. In addition, just as in the winter, I scheduled a research orientation facilitated by a Foothill librarian. This approach worked extremely well in the winter quarter, but less so in the spring. While in the winter, students enthusiastically shared their sources and expanded their arguments, in the spring, students seemed to focus *only* on their own assigned sub-topics, thus limiting the development of their arguments. In my face-to-face class, this seemed to be an extension of an overall lack of cohesion among the students in the class.  It is striking that the same pedagogical approaches used in the winter and spring quarters resulted in such different outcomes. In my view,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>another quarter of assessment is needed to understand the extent to which the outcomes were a result of the content/pedagogy, classroom management, or factors outside the classroom.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>06/24/2014 - Through a review of the final drafts of essays in said course over 90% of students have been able to integrate quotes at a C level.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Department Coordinator <b>GE/IL-SLO Reflection:</b> English major and GE for AA and ADT</p>	
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION &amp; READING - 2 - Thesis - Students can articulate a main idea at essay level. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Using the department rubric to assess the quality of a student's thesis in terms of focus and placement in the essay</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of students achieve a "C" or better in this criterion</p>	<p><b>Assessment Method:</b> Formal, out-of-class argumentative essay at the end of the quarter</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> In the final, formal, out-of-class essay students overall will be able to accomplish a thesis that presents a clear argument or claim and guides the organizational structure</p>	<p>10/17/2014 - 87% of those who submitted a final out-of-class essay earned a C (&gt;72%) in a holistic application of all criteria from the rubric. Of the 13% who earned &lt;73%, the thesis was acceptable in terms of articulating a clear assertion in a syntax that guides the organizational logic. However, some students were unable to scope the essay in direct response to the prompt. Unsuccessful students scoped their thesis statements too broadly, and as a result, focused their essays on broad research, while ignoring specific key issues</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>of the essay.</p>	<p>raised in the assigned book-length work.</p> <p>This suggests that more time could have been spent in the reading process for the book-length work. While critical reading strategies and in-class activities implemented in the spring led to very successful outcomes, the same strategies/activities implemented in the spring were not as successful. This may be due to some fundamental differences in the commitment of individual students in completing at-home reading assignments as preparation for class. Over the course of the entire quarter, I observed students fail to prepare adequately for class, and as a result, collaborative critical reading activities suffered.</p> <p>Potential strategies for addressing these challenges include point-based external motivators such as reading quizzes. However, these strategies may not address larger issues with internal motivation and potential distractions from outside the classroom.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>06/24/2014 - While Students are developing their understanding of the thesis, 80% of students have improved their ability to create a clear topic/point for their essays (thesis statement) in a variety of contexts, developed in the body of the essay.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Department Coordinator <b>GE/IL-SLO Reflection:</b> English Degree and GE for AA and ADT</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION &amp; READING - 3 - Inference - Student can make inferences from college-level texts. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class essay test <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students make logical inferences of information (including facts, statistics, summary, quotations, graphs) in order to prove their point on either the paragraph or essay level.</p>	<p>06/24/2014 - Through the in-class essay 80% of students were able to use information to prove their point logically; in addition they were able to make logical inferences (explanation) which correlated to both the paragraph point and the main idea (thesis). <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Need Department Coordinator <b>GE/IL-SLO Reflection:</b> GE and English major for AA and ADT</p>	
	<p><b>Assessment Method:</b> Formal, out-of-class research/argumentative essay at the end of the quarter <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students make logical inferences of information (including facts, statistics, summary, quotations, graphs) in order to prove their point on either the paragraph or essay level.</p>		
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION &amp; READING - 4 - Topic Sentence - Students can articulate and develop a main idea at paragraph level. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Short essay turned in mid-quarter will assess ability to use a topic sentence to articulate and develop a main idea. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 85% of students will score 3 or higher on the Topic Sentence Rubric.</p>	<p>10/17/2014 - 90% of students demonstrated ability, in a timed writing assessment mid-quarter, to articulate clear topic sentences (discussable points and arguable assertions) and develop a main idea at the paragraph level.</p> <p>Instruction in topic sentence crafting included critical reading strategies to identify key concepts, strategic questioning to focus on key questions relating to the concepts, and the use of focused questions as the foundation for crafting topic sentences in response. Students demonstrated</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>their ability to identify these concepts and articulate key points about them. One change implemented this quarter that may have helped students succeed in this area was a collaborative midterm prep workshop with very guided questions to help students "unpack" the readings.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
	<p><b>Assessment Method:</b> Formal, out-of-class research/argumentative essay at the end of the quarter <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Students are able to articulate and develop main ideas at paragraph level using topic sentences.</p>	<p>10/17/2014 - Through use of paragraphing strategies like PIE, and highly scaffolded in-class outlining and writing of topic-sentence-driven paragraphs, a majority of students were able to articulate and develop main ideas at paragraph level using topic sentences.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION &amp; READING - 5 - Essay Organization - Students can develop a main idea at the essay level. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Formal, out-of-class research/argumentative essay at the end of the quarter <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Students demonstrate the ability to substantiate thesis statements using supporting evidence, achieving a unified and focused statement with their essays.</p>	<p>10/17/2014 - For this culminating assignment for the course, students are asked by the prompt and corresponding class lectures/activities to move beyond a basic 5-paragraph essay to utilize classical and Rogerian structures of argumentation, including background/context, definitions, and complex logical reasoning (analogy, degree, precedence). Students are also challenged to use stasis theory to scope arguments of fact, definition, evaluation, and proposal.</p> <p>Given the challenging nature of this culminating assignment, the organization in some essays sometimes veered from clear logic, but students overall demonstrated that they are up to the challenge of dealing with complexity - that they are willing to expand beyond what is comfortable (the 5-paragraph essay) and experiment with more</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>complex structures. Many students crafted two-paragraph introductions in order to first frame the essay in terms of a broad topic (biotechnology), then narrow the frame to a particular focus (citizen science). Many students organized thoughtfully to include background/historical context, key definitions, and analogies.</p> <p>Those students for whom the complexity was beyond their "zone of proximal development" demonstrated an ability to scope and organize essays that were within their capabilities. For example, while many students opted to organize in a "pro/con" structure, many also articulated thesis assertions based on condition and circumstance - an indication that they were able to consider topics and debates with complexity and avoid fallacies of bifurcation.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	
		<p>06/24/2014 - Through a review of student portfolios, students have shown marked improvement in structuring essays; by reverse outlining and revising with a "reader" or "audience" in mind, students have broadened their essays to more fully develop their main idea.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> Need Department Coordinator <b>GE/IL-SLO Reflection:</b> Class fulfills English Major and GE for AA and ADT</p>	
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - Fake SLO -	<b>Assessment Method:</b> Blah blah ditty blah see blah. Yanonk	10/18/2014 - Yeeeeeehaaaawwwwwww!!!! <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Blah (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>klington? %36fbalah</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION &amp; READING - SLO 2 - Articulate Thesis - Students can articulate a main idea at the essay level (thesis) (Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 12/14/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1500 word formal academic essay based on interpretation and analysis of assigned reading.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Grade of "B" or better on the assigned essay.</p>		
<p>Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION &amp; READING - SLO 1 - Information Integration - Students can integrate information from texts to develop a main idea (quoting and paraphrasing) (Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 09/25/2012</p> <p><b>End Date:</b> 12/14/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Take-home final 1000-word essay exam to be completed during week 12 of the quarter.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students who receive a grade of "B" or better will be considered successful.</p>		
<p>Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION &amp; READING - SLO 1 - Information Integration - Students can integrate information from texts to develop a main idea (quoting and paraphrasing) (Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 09/25/2012</p> <p><b>End Date:</b> 12/14/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1500 word formal academic essay based on interpretation and analysis of assigned reading.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Grade of "B" or better on the assigned essay.</p>		
<p>Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING &amp; THINKING - 2 - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL))</p>	<p><b>Assessment Method:</b> During the writing process, students draft (typed) a working thesis in response a specific writing prompt. Class discusses 7-10 student-generated thesis statements and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>	<p>           assess and workshop/revise based on requirements of prompt, including inherent logic.  <b>Assessment Method Type:</b>            Case Study/Analysis  <b>Target for Success:</b>            Students demonstrate understanding of the criteria for a successful thesis, can apply criteria to assessment of real student thesis statements, and can articulate assessment verbally.         </p> <p>Students must be able to assess and revise their own thesis statement based on the class workshop.</p> <p>           A "successful" thesis will do all of the following:            Responds to prompt            Articulates a specific argumentative assertion            Conveys organizational schema            Demonstrates college-level vocabulary, syntax, and grammar         </p> <hr/> <p> <b>Assessment Method:</b>            During writing process, students define criteria for effective thesis based on writing task; independently draft working thesis; they work in groups to evaluate each working thesis based on defined criteria. Each group then selects one thesis from the group for class review. Class review/workshop may focus on relationship between thesis and reading process, as well as sentence-level revision.  <b>Assessment Method Type:</b>            Case Study/Analysis  <b>Target for Success:</b>            Students understand criteria for successful thesis and can apply understanding to         </p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>assessment and workshop of selected thesis statements</p> <p>Students can determine and articulate (verbally or in writing) next steps for revision of their own thesis, including a return to critical reading process.</p>		
<p>Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING &amp; THINKING - 1 - Students will be able to make logical inferences to arrive at an interpretation. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class collaborative discussion with documentation and/or presentation of findings on course website. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class, and development of student-generated critical thinking questions to make meaning in relation to larger contexts (individual, social, political, historical, etc.)</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Graded on 10 point scale based on preparedness (readings completed and annotated), depth and detail of the discussion and documentation of the discussion.</p> <p><b>Assessment Method:</b> A series of 1-hour in-class essay exams on assigned readings. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class to make connections between content and larger contexts.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Graded on a 30 point scale, with opportunity for revision. 24 = "successful" learning		
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 1. Logical Inferences - Students will be able to make logical inferences to arrive at an interpretation. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will demonstrate in writing recognition of patterns within and among literary and editorial texts; formal essay assignments throughout the quarter will assess students' skills in logic and interpretation. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal analysis essay.		
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 2. Thesis Formulation - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students' formal essay assignments will reveal their success in constructing a coherent, arguable thesis; the development of these essays will also assess their delivery of the thesis. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal analysis essay.		
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 3. Identify and analyze rhetorical devices - Students will be able to identify and analyze rhetorical devices in written texts. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students' will present in class an advertising analysis that demonstrates their ability to ability to identify rhetorical devices in the advertisement as text. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will successfully complete (that is, receive a B- or higher) on a class presentation of an ad analysis that		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	demonstrates thorough identification of rhetorical devices within that advertisement.		
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 4. Research methods and information competency - Student will demonstrate knowledge of research methods, including proper citation and documentation; student will also demonstrate information competency. (Created By Department - English (ENGL))	<b>Assessment Method:</b> final exam in essay format <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a grade of B- or better.		
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 5. Comparative critical thinking skills - Students will demonstrate the ability to draw comparisons between written works and the contexts (historical, social) of those works. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Students will use a dialogic journal or comparative essay to compare/contrast at least two of the assigned authors in the course employing relevant literary/critical tools. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a grade of B or better on the assignment.		
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 2 - Reasoning Fallacies - A successful student will be able to identify and avoid common fallacies in reasoning. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Midterm short-answer exam on Fallacies (definitions and applications) <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% pass rate with grade of B or better		
<b>Start Date:</b> 01/03/2012 <b>End Date:</b> 03/31/2012 <b>Course-Level SLO Status:</b> Active			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 1 - Critical thinking - A successful student will be able to demonstrate mastery of critical thinking techniques and analysis. (Created By Department - English (ENGL)) <b>Start Date:</b> 01/03/2012 <b>End Date:</b> 03/31/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Critical comparative essay requiring critical analysis and original critical response to competing claims by assigned authors <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Grade of B or better		
Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Analytical Writing - Substantiate thesis through analysis, logical and systematic organization, supporting evidence and clarity of language (Created By Department - English (ENGL)) <b>Start Date:</b> 09/20/2010 <b>End Date:</b> 10/21/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final exam: in class essay which argues for a course of action based on analysis of specific case. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 85% students achieve "B" or higher		
Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Critical Thinking - Make logical inferences towards an interpretation (Created By Department - English (ENGL)) <b>Start Date:</b> 09/20/2010 <b>End Date:</b> 10/21/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students are grouped into teams; each team assigned a case study to apply a specific reasoning framework for analysis. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 85% active participation (presenting, discussing, writing) by ALL team members		
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING - Paragraph Focus - Recognize and develop topics and main ideas at the paragraph level (Created By Department - English (ENGL))	<b>Assessment Method:</b> Use reading analysis strategies, including annotation, sectioning, and reverse outline to identify topics and main ideas.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Write paragraphs with clear topic sentences focused on discussable or arguable points on a single topic. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Students demonstrate improvement from draft to final essay.		
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING - Syntactical structure - Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity. (Created By Department - English (ENGL)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Annotation of text to identify compound and complex sentence structure.  Revision of student writing using compound and complex sentence structures. <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> Students demonstrate meaningful revision of sentence crafting using compound and complex sentence structures.		
Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING - Reading analysis and synthesis - Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing (Created By Department - English (ENGL)) <b>Start Date:</b> 10/17/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Dialectical (double-entry) journal of selected quotes and student analysis. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Students demonstrate increased intention and depth in quote selection and analysis.	10/17/2014 - By the end of the second quarter in this pathway, the majority of students did demonstrate the ability to select pertinent and relevant quotes and passages from a text. Specifically, students learned how to use the purpose of their reading to determine what quotes and passages mattered in relation to that purpose. This was done throughout the reading and writing process. The majority of students could select pertinent quotes and were able to articulate the importance and relevancy of that quote in their written responses. Some students struggled with clearly conveying their quote analysis in their final essay drafts. The English 242B class allows for more time so that students can think meta-cognitively about why/how they select "evidence" or quotes/passages from various texts. Because the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>majority of students were able to demonstrate a solid understanding of the texts themselves, it would perhaps be beneficial to allow students to work together and articulate the connections between the quotes selected and their overall arguments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Room request for an English 1T/242B cohort collaboration and share out of text analysis and discussion processes.</p>	
<p>Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Summary - Student Learning Outcome #1 - Students can summarize arguments in an expository text</p> <p>(Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 01/01/2009</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will write a 1-page summary twice during the quarter.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> That the majority of students can write a clear summary of a college level text, including the thesis and main arguments.</p>	<p>01/06/2014 - This quarter, upwards of 90% of the students who completed the summary assignments wrote passing level, clear summaries. The most important ingredient in the success this quarter (other than high student motivation) is that I reviewed directions for writing a clear summary and the list of transitions to be used in writing a summary several times. I was worried that it was overkill, but I believe that the repetition may have been helpful. The use of the transitions on the list I provide allows students to see logical relationships between the sections and arguments, which helps build clarity.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This success relates directly to critical thinking and communication.</p>	
<p>Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Synthesis - Student Learning Outcome #2 -</p>	<p><b>Assessment Method:</b> Students will demonstrate synthesis thinking in an essay of 3-5 typed pages.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Students can synthesize a variety of ideas from various texts in an expository essay (Created By Department - English (ENGL)) <b>Start Date:</b> 01/01/2009 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Specific examples of "synthesis" evident in the paper.		
Department - English (ENGL) - ENGL 22 - WOMEN WRITERS - Analyze women's writing within aesthetic and biographical contexts - A successful student will demonstrate analytical comprehension of women's writing, in writing and orally, within aesthetic and biographical contexts. (Created By Department - English (ENGL)) <b>Start Date:</b> 09/01/2010 <b>End Date:</b> 07/01/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal literary analysis essay.	09/22/2014 - ENGL 22 was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 24 - UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL - Literary Analysis - Apply literary theory to graphic novel or memoir. (Created By Department - English (ENGL)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Through journal writing and essay writing students will explore literary theory and how it applies to the graphic novel <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will be able to see literary theories applied through the novels explored	06/24/2014 - 80% of students successfully applied literary theory to Watchmen, demonstrating understanding of the literary theory and its applicaiton <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> none <b>GE/IL-SLO Reflection:</b> The course is a part of the Degree and the transfer model for English Majors	
Department - English (ENGL) - ENGL 24 - UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL - Writing - Demonstrate thesis driven essay writing about the graphic novel. (Created By	<b>Assessment Method:</b> Through course essays, students will write in using standard college academic conventions, with MLA style <b>Assessment Method Type:</b>	06/24/2014 - Through both journal writing and finished essays handed in, 80% of students demonstrated command of thesis driven essay writing.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	Essay/Journal <b>Target for Success:</b> 80% of students should be able to write at college level	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> none <b>GE/IL-SLO Reflection:</b> This course is a part of the electives offerings for the major and degree, AA/ADT	
Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Meta-cognitive Awareness - Artifact Selection - Student will select artifacts that illustrate purposeful and effective use of strategies or activities in different stages of the reading/writing process. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> A formative portfolio of reading and writing strategies, including selections of process artifacts (e.g., drafts, outlines, annotations, concept maps, descriptions of activities) that illustrate purposeful and effective strategies/activities in different stages of the reading writing process. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 100% of students enrolled at the end of the quarter will have compiled a formative portfolio that includes specific artifacts.		
Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Meta-cognitive Awareness - Reflection - Students will be able to explain the purpose, describe the steps, and evaluate the effectiveness of reading-writing strategies. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Ongoing journals/essays during the quarter in which students reflect on specific strategies/activities. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Successful reflections will meet the following criteria: - explains the purpose of the strategy - describes the steps - evaluates effectiveness - articulates plans for improvement or growth		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT &amp; PUBLICATION - Meta-cognitive Awareness - Artifact Selection - Students will be able to publish selected essays in their own finished portfolios. (Created By Department - English (ENGL))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Review of portfolio during and at the end of quarter.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> A successful portfolio will meet the following criteria: - includes thoughtful choices of representative works from English 1S/T and other courses - Organizes and presents the artifacts in a purposeful way</p>	<p>07/09/2014 - Students wrote reflective essays that explain their selection of exemplary essays. In these essays, students demonstrated understanding of the rubric elements for academic writing. Students used a range of self-selected media (including blog platforms, websites, etc.) to present their work. 80% were able to present their work in ways that were audience-ready, professional in look and feel.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Dedicated computer classroom for all 242A/B sections. English department coordinator</p> <p><b>GE/IL-SLO Reflection:</b> Students met the ILO of communication and critical thinking</p>	
<p>Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT &amp; PUBLICATION - Meta-cognitive Awareness - Reflection - Students will be able to reflect upon and articulate how their portfolio demonstrates strengths and weaknesses as readers, writers and critical thinkers. (Created By Department - English (ENGL))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A culminating essay at the end of the quarter in which students reflect on their summative portfolio of audience-ready artifacts.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> A successful culminating essay/reflection will meet the following criteria: - Identifies the qualitative differences among artifacts - Evaluates quality based on the conventions and expectations across disciplines - Evaluates quality based on individual student goals - Articulates a plan for growth</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 250A - NARRATIVE READING AND WRITING - PUENTE - Reading comprehension - Identify a writer's logical progression of ideas by determining section boundaries, where distinct points developed start and stop as well as where points are repeated, and paraphrase/express in writing main points as applicable to particular sections of the text.</p> <p>(Created By Department - English (ENGL))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b></p> <ul style="list-style-type: none"> <li>- "Backwards outline" of the text that identifies author's thesis and main ideas</li> <li>- Presentations on sections of a text that summarize the author's main idea</li> </ul> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b></p> <ul style="list-style-type: none"> <li>At least 90% of the class will be able to identify sections.</li> <li>At least 75% of the class will be able to articulate the author's thesis and main ideas in their own words.</li> </ul>		
<p>Department - English (ENGL) - ENGL 250A - NARRATIVE READING AND WRITING - PUENTE - Analysis - Analyze a text in depth by considering author's worldview, bias, purpose and perspective. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b></p> <ul style="list-style-type: none"> <li>- Presentation based upon "SOAPS" analysis: students identify author's purpose, biases and worldview by examining textual support and language. "SOAPS" is an acronym that students will use to examine the rhetorical context of a reading.</li> </ul> <p>S= Speaker (author's credentials, biographical information etc.) O= Occasion (social, political or personal experiences, events that prompted the writer to write this particular piece) A= Audience (intended audience based on information regarding original publication, author's language and/or affiliations and credentials) P= Purpose (closely tied to the author's thesis-- what does the writer want his/her intended audience to believe, think, or do with the ideas and information presented in this text?) S= Support (what type of support does the writer use to help him/her develop the thesis</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>and how does this support demonstrate his/her worldview and/or experience?)</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 85% of students will understand the purpose of using SOAPS to analyze the rhetorical context of a particular reading.</p>		
<p>Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING - PUENTE - Expository Writing - Write text-based, expository essays with an explicitly stated central argument; effective examples, evidence, and reasoning; and logical sequencing. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will write an essay that has an explicitly stated thesis and integrates other texts to support and develop that argument.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of students will write a text-based essay with an explicitly stated thesis that is developed and supported with effective examples, evidence and reasoning.</p>		
<p>Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING - PUENTE - Sentence Development - Write sentences that demonstrate an understanding of sentence coordination. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be able to effectively use and integrate sentences that use coordination, subordination and verbal phrases.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 90% of students will effectively use and integrate sentences that used coordination, subordination and verbal phrases.</p>		
<p>Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Social/Political - Identify major literary, social and political events and movements in the 19th and 21st century and explain their impact/influence on contemporary Latino/a American literature. (Created By Department - English (ENGL))</p>	<p><b>Assessment Method:</b> Students will conduct a research project related to various literary movements, social, political and historical eras to help analyze various texts.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>09/30/2014 - Students presented research on various cultural topics (e.g., santería), historical events (e.g., Cuban Revolution), political movements (e.g., Puerto Rican Independence), and social movements (e.g., the Young Lords). Each presentation coincided with a novel, short story, or play, and most students were able to</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 85% of students will be able to identify literary, social and political events and movements in the 19th and 21st century to explain impact on contemporary Latino/a American literature.	make connections between the research they conducted and the literary work we were reading. I think next time I should make a more explicit requirement to connect to the readings. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Cultural Interpretations in Literature - Examine the various cultural interpretations of United States society (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Multi-media group presentation: At the end of the quarter, students will apply various cultural interpretations (concepts) to a given text (poem, short fiction) to present a literary analysis that demonstrates an accurate connection between that concept and the literary and thematic elements used by a particular author. In other words, students will work together to demonstrate how a particular concept can "frame " our understanding of a particular text. Students must define that concept, provide historical/political connections (research) that pertain to that concept, and conduct a discussion that ties these concepts to literary elements in a given text. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 85% of the students will demonstrate understanding of at least 3 major concepts by leading a thoughtful, text-based, research-enhanced presentation on a text by a Latino-American author.		
	<b>Assessment Method:</b> Students are given journal questions to answer for each of the writers who write about Latino/a identity in the U.S. <b>Assessment Method Type:</b> Essay/Journal	09/30/2014 - Students were able to describe the writers' interpretations of their identities and were able to connect the writers' ideas to the students' own identities as Latinos/as and as Americans. The students read aloud from their own autobiographies, which added to the richness of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<b>Target for Success:</b> 85% of students are able to describe the writers' interpretation of their Latino/a identity in terms of the various cultural perspectives (e.g., assimilation, cultural pluralism, bi-culturalism, and the Latino/s Diaspora).	the discussions. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 40 - ASIAN AMERICAN LITERATURE - SLO 1 - Identify significant literary, social, cultural, and political issues in 20th century Asian American writing. - Students will understand Asian American literature's place within the American literary canon, will identify and assess social issues, including dynamics of family, gender, class, and ethnicity. Students will also identify and analyze historical and legal contexts (such as immigration) shaping literature by Asian Americans. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal literary analysis essay.	09/22/2014 - At least 80% of students received a B- or higher on at least one formal literary analysis essay. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> Students demonstrated communication skills. <b>GE/IL-SLO Reflection:</b> Students demonstrated communication skills.	
<b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 40 - ASIAN AMERICAN LITERATURE - SLO 2 - Differentiation between Asian American historical and cultural contexts - Students will demonstrate (in discussion and in writing) understanding of ethnic and other differences between the historical and cultural content of Chinese American, Japanese American, Filipino American, Korean American, Pacific Islander American, South Asian American, and Southeast Asian writings. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Students will write a comparative essay discussing ethnic groups. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or better on this comparative essay.	09/22/2014 - At least 80% of students received a B- or better on the essay comparing ethnic groups. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> Students demonstrated communication and community competence.	
<b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 04/07/2014			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 06/24/2014 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 40H - HONORS ASIAN AMERICAN LITERATURE - SLO 1 - Identify significant literary, social, cultural, and political issues in 20th century Asian American writing. - Students will gain an advanced understanding of Asian American literature's place within the American literary canon, will identify and assess social issues, including dynamics of family, gender, class, and ethnicity. Students will also identify and analyze historical and legal contexts (such as immigration) shaping literature by Asian Americans. (Created By Department - English (ENGL)) <b>Start Date:</b> 09/01/2010 <b>End Date:</b> 07/01/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal literary analysis essay.	09/22/2014 - ENGL 40H was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 46A - MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON - Student Learning Outcome #1 - Knowledge Acquisition - Acquire knowledge of the historical and cultural period, major writers, and key texts produced from 650-1620s CE (Created By Department - English (ENGL)) <b>Start Date:</b> 09/27/2011 <b>End Date:</b> 12/15/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Three-part final exam, consisting of identifications/definitions; passage identification and analysis; overall essay question <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> - 85% score "B" or higher - Average Grade = B or higher	09/22/2014 - ENGL 46A was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 46B -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>REASON, REBELLION &amp; ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830'S - SLO 1 - Develop critical thinking skills by reading, understanding, and identifying the major literary genres - Students successfully completing this course will identify and analyze literary forms specific to the British canon 1660-1830, including the neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Three part final exam to test general content (id's, terms), literary works within their genres (paragraph answer), and overall themes (essay).</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 85% pass rate; 75% grade = B or higher</p>	<p>09/22/2014 - ENGL 46B was not offered during the 2013-2014 academic year, so no reflections are available.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English (ENGL) - ENGL 46C - WARS &amp; WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 1. Evaluating, understanding, and interpreting major literary texts - A successful student will be able to read literary texts of various genres and subsequently actively and critically assess those works within 19th and 20th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students will receive a B- or higher on at least one formal literary analysis essay.</p>	<p>09/22/2014 - ENGL 46C was not offered during the 2013-2014 academic year, so no reflections are available.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<p>Department - English (ENGL) - ENGL 46C - WARS &amp; WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 2. Critical and theoretical applications - Students will demonstrate sophisticated application of critical and theoretical criteria to literary analysis. (Created By Department - English (ENGL))</p>	<p><b>Assessment Method:</b> Formal literary analysis essays given over the course of the quarter will measure students' proficiency in the application of critical theory (as discussed in class) to literary texts. Essay assignments will explicitly ask students to read literary texts within critical theoretical frameworks.</p> <p><b>Assessment Method Type:</b></p>	<p>09/22/2014 - ENGL 46C was not offered during the 2013-2014 academic year, so no reflections are available.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Essay/Journal <b>Target for Success:</b> 80% of students will achieve a grade of B- or better on one literary analysis during the quarter.		
Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 3. Historical and cultural contexts - Students will be able to situate and analyze literary texts within their historical and cultural contexts. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will be assessed via a presentation on one of the authors we discuss over the quarter--they will be required to describe the author's life and career as situated within historical and cultural contexts. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Successful students will create presentations demonstrating thoroughness in details of the author's life and work, historical and cultural contextualization of that life and work, and professional oral presentation.	09/22/2014 - ENGL 46C was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 47A - WORLD LITERATURE I - SLO 1 - Global literary awareness - A successful student will demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western. (Created By Department - English (ENGL))  <b>Assessment Cycles:</b> End of Quarter  <b>Start Date:</b> 12/10/2013 <b>End Date:</b> 03/31/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will demonstrate awareness through exams on global literatures. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a B- or better on a midterm or final exam on global literatures.	09/22/2014 - ENGL 47A was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 47A - WORLD LITERATURE I - SLO 2. Use of academic literary discourse - A successful student will be able to: Define common	<b>Assessment Method:</b> Students will compose literary analysis essays demonstrating competent use of common literary terms.	09/22/2014 - ENGL 47A was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
literary terms and apply these to analysis of texts. (Created By Department - English (ENGL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/06/2014 <b>End Date:</b> 06/30/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will achieve a grade of B- or better on at least one literary analysis essay.	Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 47B - WORLD LITERATURE II - SLO 1 - Global literary awareness - SLO 1 - Global literary awareness : A successful student will demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western. (Created By Department - English (ENGL)) <b>Assessment Cycles:</b> End of Quarter <b>Start Date:</b> 12/10/2013 <b>End Date:</b> 03/31/2014 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will demonstrate awareness of global literatures (across the second half of this survey course) through a midterm or final on international texts. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a grade of B- or better on the assessment.	09/22/2014 - ENGL 47B was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	
Department - English (ENGL) - ENGL 47B - WORLD LITERATURE II - SLO 2. Use of academic literary rhetoric - SLO 2. A successful student will be able to: Define common literary terms and apply these to analysis of texts. (Created By Department - English (ENGL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 01/06/2014 <b>End Date:</b> 06/30/2014 <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Students will compose literary analysis essays demonstrating competent use of common literary terms. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will achieve a grade of B- or better on at least one literary analysis essay.	09/22/2014 - ENGL 47B was not offered during the 2013-2014 academic year, so no reflections are available. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - English (ENGL) - ENGL 48A - SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864 - Apply Literary Criticism - Students can select an appropriate literary-critical vocabulary and concept (from a variety of possible approaches) and apply the vocabulary/concept to the interpretation of an assigned piece of historical fiction. (Created By Department - English (ENGL))	<b>Assessment Method:</b> Weekly take home essay test approximately 1000 words. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> Students will achieve a grade of "B" or above.		
<b>Start Date:</b> 10/04/2011 <b>End Date:</b> 12/09/2011 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 48B - AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914 - Critical Thinking Synthesis - Students will be able to apply crucial critical concepts from the work of one author to the work of another author from the same historical period (for example, applying ideas presented in W.E.B. Dubois' "The Souls of Black Folk" to an analysis of Booker T. Washington's "Up from Slavery") as evidenced by a graded essay or graded journal. (Created By Department - English (ENGL))	<b>Assessment Method:</b> In a written two-hour final exam, students are asked to use the work of one author assigned during the course to critique and discuss key concepts in the work of an another assigned author. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% pass rate on final exam.		
<b>Start Date:</b> 01/10/2012 <b>End Date:</b> 03/29/2012 <b>Course-Level SLO Status:</b> Active			
Department - English (ENGL) - ENGL 48C - MODERN AMERICAN LITERATURE: 1914-PRESENT - Develop critical thinking skills by evaluating, understanding, and interpreting	<b>Assessment Method:</b> Midterm test based on close reading and analysis <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate). - A successful student will be able to read literary texts of various genres and literary movements and subsequently actively and critically assess those works within 19th and 20th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	Essay/Journal <b>Target for Success:</b> Students can apply post-colonial theoretical models to assigned texts in formal written assessments of selected passages from the required textbook.		
Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 2 - Development and emergence - Trace the development and emergence of distinct gay/lesbian social and political cultures in the twentieth century. (Created By Department - English (ENGL))  <b>Start Date:</b> 12/08/2011 <b>End Date:</b> 12/08/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final exam essay <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 80% of students will receive a grade of B or better.		
Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Literary analysis essay assigned over the quarter will assess students' ability to interpret gay and lesbian works within a variety of contexts. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> At least 80% of students who complete ENGL 5 will achieve a grade of B- or higher on at least one formal literary analysis essay.		
Department - English (ENGL) - ENGL 50C - TECHNICAL WRITING - Audience and	<b>Assessment Method:</b> Students will contribute to weekly guided		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Context - Students will be able to recognize the characteristics of diverse rhetorical contexts based on audience(s), purpose(s), and workplace conditions/situations. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>discussions, including (but not limited to), case study analysis and editing of sample documents based on analysis of rhetorical context, audience, and purpose. Discussions (in online section) are graded on 1-10 point scale based on depth of the responses.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 90% weekly participation graded at 8 points or higher.</p>		
<p>Department - English (ENGL) - ENGL 50C - TECHNICAL WRITING - Design and production of texts - Students will be able to design and produce written texts in a variety of workplace genres, demonstrating the principles of clear and concise language and effective visual design. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Over the course of the quarter, students will create a body of work representing diverse types of workplace writing, including (but not limited to) extended definitions, descriptions, instructions, email, letters, and report.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> Student work will demonstrate increasing in complexity, utilizing developing skills in effective sentences, document design, organization, and use of graphics.</p>		
<p>Department - English (ENGL) - ENGL 5H - HONORS GAY &amp; LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Literary analysis essays throughout the quarter will assess students' interpretive skills of gay and lesbian literature and its social contexts.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 80% of students completing this course will achieve a grade B- or higher on at least one formal essay.</p>	<p>09/22/2014 - ENGL 5H was not offered during the 2013-2014 academic year, so no reflections are available.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 1 - identification - Identify the characteristics in each genre of children's literature. (Created By Department - English (ENGL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are asked to complete TASKS in the Discussion section of the class website. These TASKS challenge the students to apply the characteristics of each genre to a specific text and to discuss and analyze the book in terms of genre characteristics.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p>		
<p>Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 2 - analysis - Analyze the cross-cultural variants in a folktale archetype. (Created By Department - English (ENGL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The Cross-cultural Analysis of a Folktale is an analytical essay requiring that the students look at two variants of a folktale archetype and discuss each in terms of common or different folktale motifs, cultural values, and variations in setting or plot that reflect their countries of origin.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Uncommon choices for folktale variants, beyond Cinderella and Disney. Detailed analysis that reflects a careful study of the folktale and the country of origin.</p>		