

Review of Performance: EN 201: Introduction to Literature, Fall 2012, 42 students
 Submitted by: John P. Ranahan

SLO#	Program SLO#	I, D, M	Reflection/Comment
1.1 Identify and discuss basic elements of narrative fiction: including, but not limited to plot, character, setting, point of view, tone, mood, theme.	1. Enrich and deepen self-knowledge by exploring different academic experiences.	I	42 students were introduced to and used the basic elements of narrative fiction:, including the following: plot, character, setting, point of view, tone, theme, irony, foreshadowing, allegory, satire, paradox, existentialism.
1.2 Identify and discuss basic elements of drama: including, but not limited to, types (tragedy, comedy), origins and development of, characterization, setting, plot, diction, performance.	1. Enrich and deepen self-knowledge by exploring different academic experiences.	I	42 students (studied Sophocles' <i>Antigone</i> and three One-Act plays) were introduced to and used the following terms: plot, verbal irony, dramatic irony, situational irony, paradox, climax, crisis, and discovery, allusion, characterization, satire, setting, repetition, foreshadowing, symbolism, paradox.
1.3 Identify and discuss elements of poetry: including but not limited to form, meter, figurative language, setting, sound effects.	1. Enrich and deepen self-knowledge by exploring different academic experiences.	I	42 students were introduced to and used the following terms: tone, irony, theme, lyric, parallelism, figurative language (metaphor, simile, imagery, allusion, personification, oxymoron), paradox, contrast, apostrophe, repetition. Only six students moved out of the introductory stage in understanding and using figurative language.

<p>1.4 Discuss literary texts from a wide range of world cultures</p>	<p>1. Enrich and deepen self-knowledge by exploring different academic experiences.</p>	<p>I</p>	<p>42 students read and studied plays from Ancient Greece, Nigeria, Guatemala, and the United States. 42 students read and studied short fiction from the Mediterranean, Continental Europe, Africa, Asia, South and Central America, North America, and Great Britain & Ireland. These students also read and studied poetry from these same regions.</p>
<p>2.1 Identify and use literary terminology to describe such items as (including but not limited to) voice, tone, rhetorical devices, style, plot, and genre.</p>	<p>1. Enrich and deepen self-knowledge by exploring different academic experiences.</p>	<p>D</p>	<p>As indicated above, all 42 students used these terms in group work, class discussions, and written responses to the literature read. The final examination required students to define and use literary terminology, providing examples from the literature read.</p>
<p>3.1 Identify and apply leading literary critical approaches: such as (but not limited to) feminism, post-colonialism, Existentialism</p>		<p>I,D</p>	<p>42 students were introduced Existentialism They were introduced to the ideas of Negritude and feminism. 22 students were able to discuss Existentialism in an essay and responded well to the Final Examination question that dealt with the subject. Only 10 students were able to respond well to Negritude on the Final Examination. All but a few were able to understand and apply Feminism to the reading.</p>
<p>4.1 Identify and discuss relevant historical, cultural and contextual information, as well as the authors' biographical data for the selected texts in the course.</p>	<p>1. Enrich and deepen self-knowledge by exploring different academic experiences.</p>	<p>I</p>	<p>Frequent class lectures on the historical context of the readings, as well as on the authors' biographical data</p>

<p>5.1 Employ expository writing to explicate, analyze or persuade.</p>	<p>2. Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.</p>	<p>I,D</p>	<p>42 students responded to in class prompts, wrote expository essays in response to assignments. They also responded to questions on four examinations that required an understanding of the material studied.</p>
<p>5.2 Conduct library and online research to support written assignments about literature.</p>	<p>1.Enrich and deepen self-knowledge by exploring different academic experiences.</p> <p>2.Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.</p> <p>3. Demonstrate fundamental knowledge and</p> <p>basic skills appropriate to their personal and professional goals in their chosen area of specialization.</p>	<p>I</p>	<p>Not done formally, though I encouraged students to add outside sources to their writings and to document those sources using the proper MLA format.</p>
<p>5.3 Research a specific literary topic and produce a documented research paper on the stated topic.</p>	<p>2. Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.</p>	<p>D</p>	<p>The students wrote three essays on an assigned literary topic. The students also responded to in-class prompts for paragraph length responses to literary topics.</p>

Students will achieve mastery level when they apply and extend what they learned in the Gen. Ed. Core.

Additional observations: As mentioned in SLO 3.1, I did not introduce the some forms of literary critical approaches, as I found the majority of students struggled with the basic elements of the literary genres. The reading required for the critical approaches, I did introduce Existentialism, a study of the Negritude movement, and the basic precepts of feminism, all of which proved extremely difficult for all but a few of the most able students.

	ILO#1	ILO#2	ILO#3	ILO#4	ILO#5
PLO 1	X	X	X		X
PLO 2	X				
PLO 3			X		

Institution Learning Outcomes:

COM-FSM graduates will demonstrate that they can:

1. communicate effectively
2. employ critical thinking [*& problem solving*]
3. possess specific knowledge and skills in a major discipline or professional program of study
4. take responsibility and develop skills for learning
5. interact responsibly with people, cultures, and their environment

Special comments: 4 students received an A, 9 students received a B, 16 students received a C, 10 students received a D, 3 students received an F.

Signature: _____

Date: 17 December 2012

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