

Final **ENGL 4130 - 18th Century British Literature**

Reporting Period < **2016-2017** >

Course Description

Examines drama, fiction, poetry, and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural, and aesthetic contexts.

Program Outcomes/Goals

POG1 **Knowledge of English**

The English major produces graduates who have broad knowledge of literature that includes an understanding of theory and a emphasis multiculturalism and diversity.

Student Learning Outcomes

SLO1 **Fluency with literary terms and concepts.**

The students will demonstrate fluency with literary term and concepts.

Supported Initiatives

8 **Standards** 5 **General Education** 0 **Institutional Priorities** 5 **Strategic Initiatives**

Measures

M1 **Literary tests**

75% of students will average a 70% or higher on three tests, the last of which is a cumulative final

Methodology

Each test was comprised of short essays, author identification questions, and longer essay questions where students had to defend their perspectives and demonstrate knowledge of time period and works.

Source of Evidence: Rubric Graded Exam - Academic Direct

Target

75% of students will average a 70% or higher on three tests, the last of which is a cumulative final

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	100% of students (7/7) made at least a 75% or higher on each of their three tests	I have never taught the class before	Assessment: Developing baseline data	Exceeded

Analysis of Finding and Evaluation Results

In a traditional classroom taught at Dalton State's main campus during the Fall of 2016, all seven students (100%) met the target and goal for each of the three tests. For Test One, one student made a 94, one student made a 90, two students made an 88, one student made an 87, one student made an 80, and the final student made a 77. For Test Two, one student made a 100, one student made a 96.5, one student made a 95.5, one student made a 94, one student made a 90.5, one student made an 86.5, and the final student made an 81.5. For Test Three, which was a cumulative Final Exam, one student made a 99, one student made a 97, one student made a 93, one student made a 92, one student made an 85, one student made an 84, and the last student made a 78. Because each student was an English major in an upper level 4130 course, they were adapt at studying and were invested in the material in order to continue with their concentrated course work. The essay, theme, and author questions asked on each test were what students in the field expected, which accounts for the high passing rates and test scores. I also was very lucky to have excellent students who studied hard and payed attention in class and to their readings.

POG2 **Preparation for Graduate School or Employment**

The English major prepares graduates for employment in fields requiring a firm foundation in interpretive, analytical, research, and communication skills or for employment in middle

and secondary schools (secondary certification option).

Student Learning Outcomes

SLO1 Utilization of research

The students will use research to support their claims regarding literature of Restoration and eighteenth century Britain.

Supported Initiatives

7 Standards 4 General Education 0 Institutional Priorities 5 Strategic Initiatives

Measures

M1 Discussion Leader Project

75% of students will make a 70% or higher on their Discussion Leader Project where they create and present lesson plans over an assigned author and the author's works and lead the class in completing two review activities to punctuate themes and important information

Methodology

Students were asked to lead the class discussion on their assigned day and speak for forty minutes over their author(s) and works(s) by sharing a lecture with a PowerPoint and two activities to help students best understand the time period, the author(s), and the works assigned for that day. Students were evaluated based on their adherence to guidelines, their ability to understand the information, and their presentation and preparedness.

Source of Evidence: Presentation - Academic Direct

Target

75% of students will make a 70% or higher on their Discussion Leader Project

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	100% of students made a 75% or higher on their Discussion Leader Projects	I have never taught this course before	Assessment: Developing baseline data	Exceeded

Analysis of Finding and Evaluation Results

In a traditional classroom at the Dalton campus during the Fall of 2016, seven out of seven students (100%) met the goals of outcome two and presented their ideas and research information to the class and the professor, giving a planned lecture with a PowerPoint presentation as well as including at least two activities to help students remember the discussion. Three students made a 100, one student made a 95, one student made a 92, one student made an 86, and one student made an 85. Grades were based on duration of presentation, PowerPoint itself, student presentation of information and ability to communicate, and student engagement in planned activities. The lowest grade of an 85 resulted from that student only including one activity for the class and having a short presentation. As English majors, each student was prepared to analyze assigned works and authors, and did an excellent job sharing their perspectives and research with classmates. I also was very lucky to have a dedicated bunch of students.

SLO2 Level of discourse in writing.

The students will use an appropriate level of discourse when writing for the course

Supported Initiatives

8 Standards 4 General Education 0 Institutional Priorities 5 Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

To further help students, I will have them meet with me on a one-on-one basis along with in-class editing and drafting. I will also implement more grammar practice in class, perhaps using such fun websites as Kahoot where students use their smart phones like clickers to compete.

Due Date

Status

Planned

Measures

M1 Written Essays

75% of students will earn a 70% average or higher on three essays written throughout the course of the semester that are graded by a specifications rubric.

Methodology

Student essays were evaluated on a specifications grading rubric, and students were allowed to revise essays. The instructor does not point out mistakes, and it is up to each student to find and correct their errors if they wish to improve their grade. Each essay was five pages with five scholarly sources as well as the textbook and was analysis in nature and written in MLA formatting.

Source of Evidence: Written assignment - Academic Direct

Target

75% of students will earn a 70% average or higher on three essays

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	100% of students met the target for learning outcome 3	I have never taught the course before	Assessment: Developing baseline data	Exceeded

Analysis of Finding and Evaluation Results

In a traditional class taught at Dalton during the Fall 2016, 100% of students made at least a 75% or higher on each essay. For Essay One, only six students submitted an essay - one made a 98, one made a 97, two made a 90, one made an 87, and the last student made an 80. For Essay Two, two students made a 96, one student made a 93, two students made an 87, and one student made a 79, which is still well above the 75% mark. For Essay Three, only five students submitted work, and one student made a 99, two students made a 97, one student made an 88, and one student made an 85. As English majors in an upper level course, these students were prepared to analyze, research, and use MLA formatting. Only two students revised essays, but, even then, their grades were high Cs. This last target was met.

Related Projects

There are no related projects to this project.

Project Collaborators



Henry Codjoe
Author



Barbara Murray
Author



Mary Nielsen
Author



Jennifer Randall
Author



Regina Ray
Author



Lori Rich
Author

Project Attachments

EssaytopicsTwo.docx

EssayTopics3.docx

Comments



Jennifer Randall
DEC 14, 2016

Only one student out of seven failed because of failure to submit essays, but 86% of the class passed with a 75 or higher as their final grade, and each target for each outcome was exceeded. Thank you!



Regina Ray
FEB 7, 2017

Excellent job on assessment. You do need to add one action plan even though all measures were exceeded. Also, if you used any rubric for assessment, it should be uploaded to your documents.

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