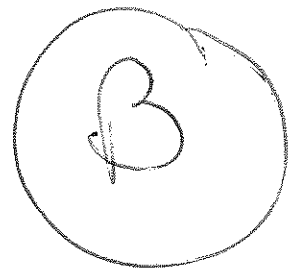


ROSEMONT  
COLLEGE



**GENERAL EDUCATION REPORTING TEMPLATE—REVISED January 2014**

GE requirement area: Humanities Semester/Year Spring 2014

Course name/designation ENG 205: Survey of British Literature II Instructor Sullivan

1. Copy each objective from the rubric governing the GE skill area your course addressed, and then describe the assignments you gave to teach the students how to master the competencies. (If one assignment covered more than one competency, be sure to explain how. Be prepared to share those assignments with the ACAC, if requested.)

**a. Students should achieve technical competency in the use of discipline-appropriate terminology**

Discipline-appropriate terminology was introduced through course readings, lectures, handouts, and class discussion. Students applied this terminology through group work and forum posts, and also practiced on the midterm.

**b. Students should be able to identify and explain "movements" or "periods" in time and understand the ideas that shaped them**

Readings, lectures, and course forums on Epsilen were used to identify and explain movements or periods in time. This was further practiced through the midterm and group work that was then taught to the class, so that students could test their skills by teaching their peers.

**c. Students should be able to articulate the connections between and among major ideas and periods over time**

Each new unit included a discussion and reflection on connections to past units, and major authors or texts were regularly compared to earlier examples. Students applied this work through group work, quizzes, forum posts and the midterm exam.

**d. Students should be able to apply the insights of others to situations in their lives and in contemporary society.**

This sort of reflective and connected thinking was practiced through class discussions and forum posts. Students were encouraged to use metacognitive techniques to ask questions, pose scenarios, and teach their peers their ideas.

**e. Students should be adept at making sound arguments by identifying questions for further research, seeking necessary information, and presenting their results in a clear and articulate manner. (Info. Literacy and writing)**

Students prepared a research-driven Major Oral Presentation. To do so they first had lectures on literary research and were encouraged to conference with me regularly as they prepared their

work. Students also created Wiki and Timeline entries on British literature, history, and culture that was research-driven.

2. What assessment tool did you use to draw FINAL conclusions about how well the students mastered each of the competencies? Check all that apply

Final paper  Final exam  Final project \_\_\_\_\_ Final Presentation \_\_\_\_\_  
 Other (please describe) \_\_\_\_\_

*(Please include a copy of the instructions sheet or test copy with this template.)*

3. Please provide a brief statistical analysis of overall student performance, using the numerical values taken from the scoring rubric. You may provide quantification based on student progress, or final level of achievement, or both.

	genre and disciplinary conventions	trends, movements, and contexts over time	agents and agencies of change	identification	information literacy	average
Student A		2			3	4
Student B		4	4	4	4	4
Student C		3	2	2	4	4
Student D		4	4	4	4	4
Student E		4	4	4	4	4
Student F		4	4	4	4	4
Student G		4	4	4	4	4
Student H		2	1	1	4	2
Student I		4	4	4	4	4
Student J		3	2	3	3	3
AVERAGE		3.2222222222	3.3333333333			3.4911111111
GE	3.4	222	333		3.8	3.7
SDEV	0.843274042711	1.20185042515	1.11803398874	0.421637021355	0.674948557710	0.725411760465
	568	466	989	784	553	893

4. What are your conclusions about how well the students learned the General Education criteria? Please describe how you reached those conclusions and supply any other supporting evidence or additional documentation, if necessary.

Criterion one on the rubric was tested with Part II of the Final, Criteria two and three were tested with Part One of the midterm, Criterion four of the rubric was tested with the take-home portion of the final, and criterion five was tested with the final paper. Overall, these students became a very strong class. There was a lot of hand-holding in the beginning and students expressed some frustration with the difficulty with some of the material. (Writing that is several hundred years old is not always clear for contemporary readers). The snow days forced us to essentially have a hybrid class for the first half of the class. Students regularly had to do outside readings and prepare questions and additional forums or listen to and respond to digital lectures. But, this meant that they had a lot of opportunities to develop their critical thinking and writing skills independently. I think this work actually helped produce some very strong literary analysis and helped students build some confidence in their abilities. For many students, the most difficult areas of the Humanities GE are learning to see the connections among time periods or literary movements, but this class was extremely successful at this work. I believe this happened for two reasons. As mentioned above, the snow days forced us to do a lot of independent writing, and so they became used to questions that required deeper reflection and critical thinking than one can usually achieve on the spot in a classroom. And the Wiki and timeline entries they prepared reminded them that literature does not happen in a vacuum, and made them more attuned to the possible influences upon the literature we were reading. Students also seemed to struggle less with information literacy with this course, when compared with last year. I think this is because I have simplified the Major Oral Presentation, and so those skills are now built in a steadier manner. Students often recognize literary themes or cultural ideas better than literary techniques, but I think that is because their wiki entries and textbook readings were on the former topics primarily. Perhaps we need mini presentations on literary techniques in the future. Overall students did very well on recognizing key movements or time periods, and I again would attribute this to the extra practice they had on articulating these ideas through their extra snow-day forum posts and their wiki entries. Finally, the connection between our readings and their own lives were done well this year. Students were reflective, asked questions, and also used humor to improve their learning this semester. I think that's simply because I tried to model that sort of work from the start, as I become more comfortable with this rubric.

5. What improvements to the course and its assignments are indicated by the assessment results referred to above? Does the evidence reveal any problems with any specific areas of student learning that should be addressed in future classes?

As mentioned above, I believe I need a greater focus on literary techniques. I struggle with whether the final paper should compare two texts from different literary movements, so that they can trace a particular theme across periods. I tend to think that such broad topics are difficult at the 200-level. But perhaps the Timeline project could be adapted so that each student has a particular theme that they trace through the centuries.

6. Please provide any other information that you feel is pertinent for understanding the results you observed.

Some students struggled with independent work we had to make up the many snow days at first. Of those students, some became quite strong, but others never quite seemed to invest themselves in the class.

## GENERAL EDUCATION: REPORTING RESPONSIBILITY LIST 2014

### Humanities (T. Ripoll-Paez, Chair)

- Ethics
- Religion
- Global awareness—Languages
- *Humanities divisional requirement (Hiatus)*

### Visual Arts and Letters (T. Bizzarro, Chair )

- Writing and oral
- Creative Expression
- FYCS---Information Literacy

### Social Sciences (M.J. Hannush, Chair)

- Multiculturalism and Gender
- Global awareness--Culture
- *Social Sciences divisional requirement (Hiatus)*

### Natural Sciences and Professional (G. Ledebur, Chair)

- Critical thinking and problem solving
- *Natural Sciences Divisional requirement (Hiatus)*