



SLO Assessment Cycle for ELIT 44

International Literature (Fiction) SLO Modified: [11/09/2010]

Azin Arefi's Team Members:

1. [Steve Howland](#) (x5669) EWRT
2. [Becky Roberts](#) (x5764) EWRT

Additional Team members not on list/notes about team:

Diana Fleming, Becky Roberts, Steve Howland,

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Compare the issues raised by non-Western fiction and experience to American fiction and experience.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [09/08/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Azin Arefi

Assessment Tools: Exams • Papers/Essays • Performances (Simulated) • journals/discussion questions

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [09/09/2011]

Number of people involved in Phase III: 1

Changes:

N/A

Methods:

students were given the opportunity to read diverse materials under the umbrella of middle eastern literature. having a central theme helped anchor the class, and the diverse texts, such as graphic novels, contemporary novels and poetry, as well as ancient texts, helped students hone their reading skills. students also had the opportunity to write journals, answer discussion questions, and craft formal papers, as well as give presentations on the materials read. all material was graded and handed back to students promptly so they could assess their progress. students also prepared for and took exams on the course material.

Summary:

the students did exceptionally well in the class, partly because they enjoyed the class material, since it was relatively new to all of them. they also really enjoyed giving presentations on the material, since they got to choose what we should read from the text and therefore felt involved and invested in the material for the course. they also enjoyed the variety of texts offered, especially the graphic novel. the class was designed with scaffolding and the material built on one another and so the students had a chance to become "experts" on the topic. the students met all of my expectations and more.

Enhancement (Part I):

the following methods worked well in this class and will work in future classes: students enjoyed the content of the class, middle eastern fiction, and also enjoyed watching movies based on the texts that were read. class was conducted as more of a discussion rather than lecture, so student participation was an important part of class time and ensured that students were involved. students also benefited from working on study questions with other class members. it helps build community learners as well ensuring that everyone will be successful since they are getting help with their assignment before turning it in for a grade.

Enhancement (Part II):

it was invaluable to have a smart classroom where we could watch movies, pull up maps of the part of the world we are discussing, look at relevant pictures and articles online. it would also be great to have

guest lecturers who are part of the bay area middle-eastern community and experts in their field, such as authors and scholars. the class would benefit from a "lab" where the geography and a brief history of the areas discussed could be taught so students are more prepared to discuss the texts. field trips to museums and exhibits could be organized for hands-on experience.

Outcome 2: Statement Modified: []

Demonstrate knowledge of how different cultures produce different answers to timeless questions of human existence.

Outcome 2: Assessment Planning Modified: [09/09/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Azin Arefi

Assessment Tools: Exams • Papers/Essays • Performances (Simulated) • journals/discussion questions

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [09/09/2011]

Number of people involved in Phase III: 1

Changes:

n/a

Methods:

the content of the course was middle eastern literature, therefore students had a chance to look at the cultural viewpoint of a different part of the world, through texts from differing times, ancient to contemporary. ("the arabian nights" to "the kite runner"). students were encouraged to participate verbally in class, answer discussion questions in groups and then discuss them as a whole, write at-home journals reflecting on the topics brought up in the texts, and write analytical formal papers on the texts. at each step they had to assess the world view of the authors.

Summary:

the students showed incredible interest in the topics and this was reflected in their thoughtful answers to questions, and in their journals and papers. students especially enjoyed learning about things they had barely heard of, such as the 1979 iranian revolution , as well as learning over and over again about the shared humanity of all of us.

Enhancement (Part I):

as long as students are given interesting and provocative texts to read and are taught how to express their ideas and passion in writing, they will do a great job analyzing varying worldview and culture.

Enhancement (Part II):

(please see previous)

Outcome 3: Statement Modified: []

Express understanding of how fictional works are shaped by historical circumstances.

Outcome 3: Assessment Planning Modified: [09/09/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Azin Arefi

Assessment Tools: Exams • Papers/Essays • Performances (Simulated) • journals/discussion questions

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [09/09/2011]

Number of people involved in Phase III: 1

Changes:

n/a

Methods:

students had a chance to read fiction from a variety of authors, from ancient texts such as "the arabian nights" to more contemporary texts such as "the kite runner." they also had a chance to works written by men and women. they read essays, novels, graphic novels, and poetry. students had a chance to compare historic texts to more contemporary ones and see how each work was influenced by its historical time period.

Summary:

students enjoyed the content of the course and were interested in finding similarities across texts, as well as comparing the lives of men

and women. most students did not have any experience or exposure to these types of texts but did very well with them, as evidenced by their outstanding work on papers, midterms, and quizzes.

Enhancement (Part I):
(please see previous)

Enhancement (Part II):
(please see previous)

[Number of Outcomes for ELIT 44: 3]