



## SLO Assessment Cycle for ELIT 21

*Women in Literature* SLO Modified: [04/15/2011]

### Marc Coronado's Team Members:

1. [Suzanne Helfman](#) (x8201) EWRT
2. [Roseanne Quinn](#) (x) EWRT

#### Additional Team members not on list/notes about team:

Karen Chow ELIT

#### Additional Notes:

### Outcomes:

#### Outcome 1: Statement Modified: [04/15/2011]

Demonstrate understanding of a variety of literary texts by and about women.

### Assessment Cycle Records:

#### Outcome 1: Assessment Planning Modified: [04/15/2011]

##### Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Karen Chow

Assessment Tools: Logs • Papers/Essays

Sections being assessed: 63Z

#### Outcome 1: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 1

##### Changes:

##### Methods:

Evaluate Discussion board posts and voice thread posts. Evaluate essay assignment based on rubric and criteria provided in assignment guidelines.

##### Summary:

Students demonstrated proficiency in discussing and close reading of a wide variety of texts by and about women. For the online class in particular, it is important to remind students to log in regularly in order not to fall behind on assignments. Some students also needed more help in reading and writing basic skills. Students were particularly good at close reading and analyzing the texts, using quotes from the text. Students met expectations.

##### Enhancement (Part I):

In the online course, we will build in more reminders to log in, and will also encourage them to use the resources on campus and online for improving writing and reading skills.

##### Enhancement (Part II):

It is vital to keep the tutorial centers - reading and writing - healthy and capable of serving students. It would be nice to bring back online writing tutors.

#### Outcome 2: Statement Modified: [04/15/2011]

Analyze influence of class, culture, and sexual orientation on women as writers, characters, subjects and leaders in literary texts.

#### Outcome 2: Assessment Planning Modified: [04/15/2011]

##### Assessment Strategy Used:

Quarter: Spring 2010

Assessors: Marc Coronado

Assessment Tools: Performances/Demonstrations • Written Reports

Sections being assessed: 01S

#### Outcome 2: Reflect & Enhance Modified: [04/15/2011]

Number of people involved in Phase III: 1

##### Changes:

**Methods:**

Students wrote essays on four novels, all of which were written by women from different historical periods, and ethnic groups. They also presented the texts to the class in organized discussions of the text, including focusing on history, gender role development, popular culture as it applied to women, and the reasons why they determined the author wrote the works. Students wrote reflections on each presentation. In addition they participated in service learning for groups that represented the communities we studied.

**Summary:**

Students understood the difference that historical period, geography, class and sexuality made in the lives of the characters as well as the attitude of the authors studied. There is a need for smart classrooms to teach this class effectively on campus because of the reliance on film, and the internet. Students did an outstanding job of teaching one another, working in groups, and writing effectively. They also did a good job of discussing difficult social and cultural concepts. Students met the expectations. It would be best if we could have more smart classrooms to teach this class in. Students also need help with basic reading and writing skills development.

**Enhancement (Part I):**

Students need consistent help with basic reading and writing skills, and with finding resources to help with these both in person and online.

**Enhancement (Part II):**

It would help all of the students in these classes to have more interaction with other departments that teach similar classes. We need more classes that focus on women from specific ethnic groups -- for instance Latina Women's Lit, Asian American Women's Lit, African American Women's Lit.... etc. It also might help to link WMST21 with an Ethnic Studies class in general, or a class on Queer Studies, or Race and Class from ICS. More smart classrooms please! More Women's Studies classes on a variety of topics would also help. It would also be great to incorporate Women's studies into classes across the curriculum.

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[ Number of Outcomes for ELIT 21: 2 ]