



SLO Assessment Cycle for ICS 31

Chicano Culture SLO Modified: [03/18/2011]

Jorge Guevara's Team Members:

1. [Maryalice Bonilla](#) (x8883) EWRT

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [03/18/2011]

Students will be able to identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [03/18/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Jorge Guevara

Assessment Tools: Exams • Papers/Essays • Written Reports

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [04/16/2011]

Number of people involved in Phase III: 1

Changes:

Initial assessment, none

Methods:

Final exam - essay question

1. Within Chicano Culture there exists long held beliefs and practices associated with the blending of the physical and spiritual worlds to create a "syncretic" reality. Describe how this relationship is depicted in the following works.

My Family, mí familia by G. Nava;

"Real Women Have Curves" by J. Lopez;

"And the Earth Did Not Swallow Him" by T. Rivera;

"Milagro Beanfield War" by R. Redford;

and the writing of the required textbooks, related articles and lecture notes.

Summary:

Enhancement (Part I):

Enhancement (Part II):

Outcome 2: Statement Modified: [03/18/2011]

Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.

Outcome 2: Assessment Planning Modified: [03/18/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Jorge Guevara

Assessment Tools: Written Reports

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [04/16/2011]

Number of people involved in Phase III: 1

Changes:

Initial assessment, none

Methods:

Final exam - essay question

2 The female characters may be described as "agents" of cultural or social change. Describe the characters and the "changes" that they introduce, promote and/or represent in the following works:

My Family, mí familia by G. Nava;
 "Real Women Have Curves" by J. Lopez;
 "Roosters" by Milcha Sanchez-Scott;
 "Mi Vida Loca" by A. Anders; and
 "Milagro Beanfield War" by R. Redford.

Summary:

Enhancement (Part I):

Enhancement (Part II):

Outcome 3: Statement Modified: [03/18/2011]

Student will be able to discuss how and why beliefs, values, assumptions and communications practices interact to shape ways of being and knowing within the Chicano experience.

Outcome 3: Assessment Planning Modified: [03/18/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Jorge Guevara

Assessment Tools: Exams • Interviews

Sections being assessed: 61

Outcome 3: Reflect & Enhance Modified: [04/16/2011]

Number of people involved in Phase III: 1

Changes:

Initial assessment, none

Methods:

Mid Term exam - essay

Students are asked to describe the traditional corrido and to create a corrido as a midterm exam.

Within the context of the exam students identify the major thematic components (character, cultural specific values and beliefs, context - time and setting, and language).

In creating a corrido use of the appropriate rhythm, lyrical meter, rhyming couplets and stanzas, colloquialism, code-switching and affective lyrics and overtones are required.

Summary:

Enhancement (Part I):

Enhancement (Part II):

Outcome 4: Statement Modified: [03/18/2011]

Students will be able to discuss and evaluate the cultural dynamics between traditional and non-traditional cultural patterns, gender roles, and religiosity within the present day Chicano experience.

Outcome 4: Assessment Planning Modified: [03/18/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Jorge Guevara

Assessment Tools: Exams • Written Reports • Interviews

Sections being assessed: 61

Outcome 4: Reflect & Enhance Modified: [04/16/2011]

Number of people involved in Phase III: 1

Changes:

Initial assessment, none

Methods:

Final exam - essay question

The female characters may be described as "agents" of cultural or

social change. Describe the characters and the "changes" that they introduce, promote and/or represent in the following works:

My Family, mí familia by G. Nava;
"Real Women Have Curves" by J. Lopez;
"Roosters" by Milcha Sanchez-Scott;
"Mi Vida Loca" by A. Anders; and
"Milagro Beanfield War" by R. Redford.

Machismo, the idea of male superiority, has been described as "preserver" or tradition and the "oppressor" of liberation. Describe the different definitions and perspectives of machismo. Describe roles of the key male characters in relationship to the concept. What do they represent, what they have prevented, prohibited and/or preserved in the following works?

My Family, mí familia by G. Nava;
"Mi Vida Loca" by A. Anders; ;
"Roosters" by Milcha Sanchez-Scott;
"And the Earth Did Not Swallow Him" by T. Rivera;
"Milagro Beanfield War" by R. Redford;
and the writing of the required textbooks, related articles and lecture notes.

Summary:

Enhancement (Part I):

Enhancement (Part II):

[Number of Outcomes for ICS 31: 4]