

English 127 SLOs—

1. Students will identify, discuss, and analyze the elements of literature.
2. Students will choose artwork and literature for inclusion of the school literary magazine.
3. Students will layout and design the school literary magazine.
4. Students will develop criteria for evaluating the quality of submissions.

Rubric—Assessing the creation of the literary magazine.

1. Standards of student literary work are not met, have serious errors in design and literary choice, and fail to be representative.
2. Standards are mediocre, have some errors in design and literary choice, and are average representations.
3. Standards are exemplary, have almost perfect presentation of design and literary choice, and are excellent representations.

English 150 SLOs—

1. An understanding and working knowledge of each member of the Olympic pantheon and their classical mythological contexts.
2. An understanding and working knowledge of key figures in mythology apart from the Olympian pantheon (Jason, Heracles, Homer, Achilles, etc.).
3. An ability to analyze a contemporary work that significantly references classical mythological elements by comparing and contrasting the work to the body of classical mythological texts studied in class.

Rubric—Assessing final in-class exam and analysis paper.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 152 SLOs—

1. Interpret, analyze, and evaluate poems, short stories, novels, and plays.
2. Conduct, incorporate and properly document basic research from various sources to produce an original thesis for an essay.
3. Evaluate an author's use of the elements of poetry, prose, and drama including rhyme, meter, diction, figurative language, tone, theme, plot, action, characterization, and genre.

Rubric—Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.

3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 160 SLOs—

1. Students will be able to demonstrate their ability to recognize and discuss distinguishing literary characteristics related to specifically to the course focus and its contexts.
2. Students will be able to support literary assertions with textual references.
3. Students will be able to write an essay analyzing one or two literary works that is unified, coherent, clearly written, and well developed with textual references.

Rubric—Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 163 SLOs—

1. Students will be able to demonstrate their ability to recognize and discuss distinguishing literary characteristics related to specifically to the course focus and its contexts.
2. Students will be able to support literary assertions with textual references.
3. Students will be able to write an essay analyzing one or two literary works that is unified, coherent, clearly written, and well developed with textual references.

Rubric—Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 170 SLOs—

1. Students will identify, discuss and analyze the elements of film.
2. Students will write critical and analytical essays on film as text.

Rubric—Assessing a film analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 175 SLOs--

1. Students will be able to demonstrate their ability to recognize and discuss distinguishing literary characteristics related to specifically to the course focus and its contexts.
2. Students will be able to support literary assertions with textual references.
3. Students will be able to write an essay analyzing one or two literary works that is unified, coherent, clearly written, and well developed with textual references.

Rubric—Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 250 SLOs—

1. Students will discuss and analyze the elements of a specific fiction category.
2. Students will write critical and analytical essays on short stories and fiction in a specific genre.

Rubric—Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 260 SLOs—

1. Students will be able to identify, evaluate and analyze the works and authors in the period of encounter and discovery (pre-colonial).
2. Students will be able to identify, evaluate and analyze the works and authors in the period of colonial America from approximately 1700 – 1820.
3. Students will be able to identify, evaluate and analyze the works and authors in the period of U.S. history from approximately 1820 – 1865 (reconstruction).

Rubric-- Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 261 SLOs—

1. Students will be able to identify, evaluate and analyze the works of authors relevant to post-Civil War, modern, and contemporary American literature.
2. Students will be able to identify, evaluate and analyze the works and authors in the period of from approximately 1865-1900.
3. Students will be able to identify, evaluate and analyze the works and authors in the period of U.S. history from approximately 1900-2000.

Rubric--Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 270 SLOs—

1. Students will be able to demonstrate their ability to recognize and discuss distinguishing literary characteristics related to specifically to the course focus and its contexts.
2. Students will be able to support literary assertions with textual references.
3. Students will be able to write an essay analyzing one or two literary works that is unified, coherent, clearly written, and well developed with textual references.

Rubric-- Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 271 SLOs—

1. Students will be able to demonstrate their ability to recognize and discuss distinguishing literary characteristics related to specifically to the course focus and its contexts.
2. Students will be able to support literary assertions with textual references.
3. Students will be able to write an essay analyzing one or two literary works that is unified, coherent, clearly written, and well developed with textual references.

Rubric-- Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.

English 275 SLOs—

1. Students will be able to identify, evaluate and analyze the works of Shakespeare: sonnets, comedies, histories, tragedies, considering the historical perspective and the cultural context in which the works were created.
2. Students will be able to identify, evaluate and analyze the works of Shakespeare: sonnets, comedies, histories, tragedies, considering contemporary perspectives.

Rubric-- Assessing a literature analysis essay.

1. Student showed little understanding of the material in their writing; many key elements were absent; and no examples were given.
2. Student showed adequate understanding of the material, gave examples of their ideas, and no major elements were missing.
3. Student showed excellent understanding of the material and did not merely give information but also analyzed its cultural and literary significance.