Appendix 1

1: ASSESSMENT DATA for 2014-2015

English 68A (Fall 2014):
Out of 27 students, 9 achieved the PLO at excellent-good levels (A/B grade), 11 achieved it at a satisfactory level (C grade), 5 fell slightly below the satisfactory level (D grade), and 2 failed to achieve the PLO (F grade)

English 68A (Spring 2015)
Out of 27 students, 11 achieved the PLO at excellent-good levels (A/B grade), 13 achieved it at a satisfactory level (C grade), and 3 fell slightly below the satisfactory level (D grade). None received a failing grade.

English 56B (Fall 2014)
Out of 29 students, 26 students achieved the PLO at excellent-good levels (A/B grade), 1 achieved it at a satisfactory level, and 2 failed to achieve the PLO.

2: Sample Assessment Instruments

2.1. Midterm exam essay (68A-Fall 2014; Instructor: Karen English):
Transformations are a common motif in American orature and literature before 1800. Write an essay that explores the benefits and/or dangers of specific transformations in all of the following texts: (a) Winnebago Trickster Cycle, (b) The Journal by John Woolman, and (c) Interesting Narrative by Equiano.

2.2. Midterm exam essay (68A-Spring 2015; Instructor: Karen English)
Instructions:
1. Choose one of the following prompts.
2. Your essay must have a thesis, an introduction, a middle, and a conclusion. You must also write in complete sentences organized into coherent paragraphs. You will quote, but only briefly, and use MLA format for in text citation and a works cited list. Minimum number of BRIEF quotations: 4.
3. Your answer must respond to all parts of the selected prompt exactly as it is written to receive full credit for the essay.
4. Underline or italicize your thesis.
5. Double-space; 1” margins; 750 words min. 800 words max. Include word count at end of essay, but before Works Cited list.
A. Using selected passages from each of the following texts, write an essay that explores how and why the dangers of unbridled sexuality is a theme in early American literature.
1) The Winnebago Trickster Stories in our anthology;
2) “Before the Birth of one of her Children” by Bradstreet or “Upon Wedlock, and the Death of Children” by Taylor;
3) Autobiography by Franklin; **AND**
4) The Contrast by Tyler or The Coquette by Foster.

B. Using selected passages from each of the following texts, write an essay that explores how and why the device “breaking the fourth wall” is used in early American Literature.
1) “Coyote, Skunk, and Prairie Dogs” (Navajo);
2) Narrative by Rowlandson;
3) “Upon Being Brought from Africa” by Wheatley or “To Sir Toby” by Freneau; **AND**
4) Interesting Narrative by Equiano or The Contrast by Tyler.

2.3. Final Project (Essay + Presentation) (English 56B-Fall 2014; Instructor: Kathy Harris)

As we approach the conclusion of the semester, we’re spending time with some interesting materials that challenge the traditional construction of a novel, of narrative, of literature. In order to assess the current state of print and virtual texts, our three texts for the semester’s conclusion, a comic or graphic novel, **Nox**, and Diablo III, have taken us further into new definitions of narrative than our other texts. Comics, graphic novels, and **Nox** are combinations of visual and textual narratives while Diablo III is a massively multiplayer online role playing game (MMORPG).

For the final project, you will use one of these three “texts,” a comic/graphic novel of your choice, **Nox**, or Diablo III, along with one text from earlier in the 20th-Century or from the 19th-Century. **Tree of Codes** is one of our 21st-Century texts from a collaborative project; if you’re interested, you may certainly use it but don’t need to have been part of that team to work on it for your final project. If you have a different 21st-century text for your final project, please talk to me about it to see if we can make that work.

The topic of the final project is up to you. You may write an expanded version of one of your blog posts or continue work on the 19th-Century texts that was part of your collaborative project. For example, the teams that worked on Boy’s Own Annual found the letters and advertisements to the magazine to be.
very interesting, especially the advertisements for physical activity or the letters that asked about advice for meeting girls. Comparing the advice, the letter, the magazine to representations of gender in one of the 21st-century texts would be an interesting topic. The primary topic of this final project is the comparison between these 21st-century texts and one other from an earlier century. General starting points for creating your argument might include:

- How is gender represented in these two texts?
- How does the form of the novel change and why?
- What is the role of “Satan” or religion in the texts?
- How is education reflected in the texts? …and more

**Essay Submission Format** (1000 words + Works Cited)

**Due Date:** December 17, 7am

Your final essay may take the form of a formal written essay, a video, or a combination of visual and verbal texts. If you have other media forms in mind, please consult with me. Of course, if you create a visual project, let’s discuss how to fulfill the 1000-word requirement. Since this is a formal essay, avoid using first person pronouns and check the Writing Tips. No late essays will be accepted.

The final version of the essay should be submitted by 7am on December 17. Your name should be placed at the top of the essay

- Provide a title
- Proofread the writing
- Use quotes from the texts
- Check the essay’s organization
- Use MLA style to format and cite your quotations
- Be sure to conform to the writing tips
- Submit to Turnitin.com for verification

**Pecha Kucha Presentation**

**Due Date:** December 17, during class

You have already had a chance to practice Pecha Kucha style presentations with the team collaborative project. Now, it’s time for you to present on your own. For the mandatory presentation in Pecha Kucha style, you will use PowerPoint but with some rules: everyone is required to use **5 slides** that auto-advance every 20 seconds. You will have exactly **1 minute 40 seconds** to present your argument and your project. Think SHORT, INFORMAL, and CREATIVE. You’re not trying to present the details of your final project; you’re telling a story about why it’s interesting. Don’t be afraid to play around: The idea here is that the form’s restriction promotes creativity.

In PowerPoint or a comparable program, set up a presentation with **5 slides**. Each slide should feature ONE image per phrase. You really should think in terms of phrases, not sentences. You will need to think through what goes on each
slide. Guy Kawasaki suggests no font smaller than 30 points on a slide. His reasons are pretty compelling: You want the slides to complement your presentation, not dominate it.

Set the program so that your slideshow advances every 20 seconds, without any input from you. (For help on this in PowerPoint, see Jason B. Jones’ handy how-to article — scroll down.)

The result is that you have 1 minute, 40 seconds to tell your story. You now need to rehearse your presentation so that your commentary is linked to the slides, and to revise your slides, especially the text, to make it compelling to your audience.

You might consider these two web pages on improving presentations: Merlin Mann’s “How I Made My Presentations a Little Better” and AQ’s “Guide to Better Pecha Kucha Night Presentations” (Here’s an alternate link for the AQ guide.) (In particular, note AQ’s recommendation that one spend about 6 hours on making the slides.)

Failure to present during the appointed time will result in a zero on the entire final project. No exceptions.

Note: Explanation and description of pecha-kucha presentation borrowed from Jason B. Jone’s ProfHacker article, “Challenging the Presentation Paradigm,” Nov 2009).

Grading Rubric/Criteria

Your essay portion of your final project grade will be based on your ability to communicate your ideas in a formal piece of writing (see the “Departmental Grading Policy” on the Greensheet) as well as the presentation of a complex argument. Failure to follow the above formatting requirements for both the written essay and the Pecha Kucha presentation will result in a lower grade. No late final projects allowed. Failure to complete any of the required portions will result in a zero on the entire final project. The distribution of the final project grade is as follows:

Final Essay: 70%
Pecha Kucha Presentation: 30%