|  |  |
| --- | --- |
| **Assessment Plan – Fill out sections 1 – 10 (Attach supporting assessment tools and documents)** | |
| 1. **Unit/Course/Gen Ed Team/Program:**   Humanities Division / ENGL 2111 | 1. **Reported By:**   Rhonda Kelley |
| 1. **Date Submitted:**   02/29/2016 | 1. **Assessment Cycle:**   Fall 2015 |
| 1. **Related SGSC Strategic Plan Goal:** Goal 4: SGSC will develop academic program options to meet student and community needs | |
| 1. **Related Program/Unit Mission Statement:** The Humanities Division supports the mission of South Georgia State College as a multi-campus student-centered institution offering high quality associate degree programs. Accordingly, the Division challenges students to address the analytic, communicative, cultural, and philosophic foundations of the disciplines. The Division encourages students to think critically and creatively, to act with cultural and aesthetic awareness, and to communicate effectively in a free and open exchange of ideas. Further, the Division promotes scholarly, artistic, and creative activities both inside and outside the classroom that promotes expansion of knowledge and experience and encourages these qualities in the greater community. | |
| 1. **Related Unit Goal/Program Goal/Gen Ed Goal:** Area C (Humanities): Students will apply knowledge of historical, social, or cultural influence to understanding works of human creativity. | |
| 1. **Student Learning Outcome # \_\_\_1\_\_\_ Administrative Outcome # \_\_\_\_\_\_**   **Outcome:**  Students will be able to recognize the significance of the major authors of world literature. | |
| 1. **Method of Assessment:**   Students will submit a writing assignment addressing the SLO. Samples of the essay will be scored with the common ENGL 2111 Essay Rubric (attached). 1/3 of each class will be randomly selected. | |
| 1. **Performance Targets:** 2. 70% of assessed students will score at least a 3.5 out of 5 possible points for “Argument: Thesis and Development” 3. 70% of assessed students will score at least a 3.5 out of 5 possible points for “Support: Evidence, Analysis, Citations” 4. 70% of assessed students will score at least a 3.5 out of 5 possible points for “Organization: Essay Structure” | |
| **Assessment Report – Fill out sections 11 – 13 (Attach supporting data, assessment tools, artifacts and**  **documents)** | |
| 1. **Summary of Data Collected (Performance Results):**   Note: all ENGL 2111 classes were delivered face-to-face in Fall 2015.  All performance targets were met. The aggregated data for all campuses shows:   1. 95% of assessed students scored at least a 3.5 out of 5 possible points for “Argument: Thesis and Development” 2. 95% of assessed students scored at least a 3.5 out of 5 possible points for “Support: Evidence, Analysis, Citations” 3. 92% of assessed students scored at least a 3.5 out of 5 possible points for “Organization: Essay Structure” | |
| 1. **Use of Results (Recommended Actions):**   Once again, ENGL 2111 students out-performed the assessment targets, scoring above 90% in totem. Our team will move on to SLO 2 (Students will be able to recognize the significance of the canonical works of world literature) for Fall 2016 assessment. | |
| 1. **Budget Implications:**   **None.** | |
| **Closing the Loop – Fill out section 14 (Attach supporting evidence)** | |
| 1. **Closing the Loop:**   Based on much higher than expected performance from Fall 2014, World Literature I teachers decided to increase the rigor of the assessment by changing the assessment instrument from a MC test to a written assignment. | |

## ENGL 2111 Assessment Rubric for SLO 1

## Students will be able to recognize the significance of the major authors of world literature

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluative Standards** | **Superior**  **(A)**  **5 points** | **Good**  **(B)**  **4 points** | **Acceptable**  **(C)**  **3.5 points** | **Needs Improvement**  **(D)**  **3 points** | **Not Acceptable**  **(F)**  **2.5 points** |
| **Argument: Thesis and Development**  Student writes a contextualized and qualified thesis that develops clearly and reasonably the significance of one or more major authors of world literature. | Exceeds Standards | Meets Standards | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |
| **Support: Evidence, Analysis, Citations**  Student’s evidence is pertinent to his argument and deeply engages the significance of his chosen author(s). | Exceeds Standards | Meets Standards | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |
| **Organization: Essay Structure**  The student’s essay structure reflects  logical and organic  progression of  his argument. His conclusion synthesizes the argument for the significance of his chosen author(s) to the study of world literature. | Exceeds Standards | Meets Standards | Meets Some Standards | Meets A Few Standards | Standards Are Not Met |

Assessment Data Fall 2015

## From Elaine Stephens

**Grading Rubric Short Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 | % who scored 3.5 or above |
| Argument | 21 | 7 | 3 |  |  | 100 |
| Support | 24 | 6 | 1 |  |  | 100 |
| Organization | 24 | 7 |  |  |  | 100 |

31 assessed

## From Rhonda Kelley

**Grading Rubric Short Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 | % who scored 3.5 or above |
| Argument | 14 |  | 1 | 1 |  | 93.75 |
| Support | 8 | 6 | 1 | 1 |  | 93.75 |
| Organization | 8 | 4 | 3 | 1 |  | 93.75 |

16 assessed

## From Thom Brucie

**Grading Rubric Short Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 | % who scored 3.5 or above |
| Argument | 5 | 7 | 3 | 1 | 1 | 88.74 |
| Support | 4 | 4 | 7 | 2 |  | 88.24 |
| Organization | 5 | 3 | 5 | 3 | 1 | 76.47 |

17 assessed

## Totals

**Grading Rubric Short Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 | % who scored 3.5 or above |
| Argument | 40 | 14 | 7 | 2 | 1 | 95.31 |
| Support | 36 | 16 | 9 | 3 |  | 95.31 |
| Organization | 37 | 14 | 8 | 4 | 1 | 92.18 |

64 assessed

# By Campus

## Waycross

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 | % who scored 3.5 or above |
| Argument | 26 | 14 | 6 | 1 | 1 | 95.83 |
| Support | 28 | 10 | 8 | 2 |  | 95.83 |
| Organization | 29 | 10 | 5 | 3 | 1 | 91.66 |

48 assessed

## Douglas

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 | % who scored 3.5 or above |
| Argument | 14 |  | 1 | 1 |  | 93.75 |
| Support | 8 | 6 | 1 | 1 |  | 93.75 |
| Organization | 8 | 4 | 3 | 1 |  | 93.75 |

16 assessed

Sample of ENGL 2111 Paper Fall 2015

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A=5 | B=4 | C=3.5 | D=3 | F=2.5 |
| Argument | X |  |  |  |  |
| Support | X |  |  |  |  |
| Organization |  |  | X |  |  |

NAME REDACTED

ENGL 2111/ F 11:00

November 24, 2015

“A Look Inside Courtly Love in The Lais”

There are many different ideas of what is supposed to be like. To some love may be patient and kind, but as for others it is filled with grand ideas and gestures of fabulous things. According to Stephen Levine, “love is a complexed emotion- never a single feeling.” Love may be a feeling of happiness and comfort in some relationships, but other relationships it can be mixed emotions of sadness and loneliness. According to the academic journal “What is Love Anyway?” Levine says, “Emotion is made of two basic ingredients, pleasure and interest”. Levine makes a good point here, but is that all that emotion is really made of? Reading back through medieval times you would assume this to be true. Women and knights thrived for pleasure and also showed interest in something that wasn’t always theirs. Knights often fell for women who were married. Love really didn’t have as many meanings in medieval times comparing to now. Love has been given many different definitions in today’s society. However, people have lost sight to what actually loving someone consist of. Courtly love based on the medieval definition is about nobility and chivalry. In medieval literature, there many different stories about knights going on adventures to do extraordinary act of love for their ladies, because of their “courtly love”.

**What Lengths Will We Go for Love?**

***The Lay of Guigemar***

 In the story of Guigemar, who was a brave son of a king, he was able to have the choice of any girl in the kingdom. Guigemar showed no interest in finding love of any kind. On a trip home to see his family, he decides to go hunting. He comes across a white deer and shoots his arrow which bounced back and hit him. After the deer dies, a curse is cast upon him. The only way the Guigemar the wound could be healed is by finding a true love in which they both would suffer for each other if they had to. He walks through the forest reaching shore line where a ship is docked without permission. Guigemar is hurt from the arrow wound and comes upon a bed to rest. When he awakes he finds his self at another kingdom. In this kingdom he finds a queen who is imprisoned by her husband. They soon fall in love before Guigemar is banished from that kingdom. Guigemar and his love ties knots in each of their clothing that only they can untie. In the end of Guigemar they re-unite and he battles for his one true love. Love is a powerful influence as shown by Guigemar. He went to many lengths to prove his undying love and devotion to her. He showed true courtly love in his acts of chivalry and devotion to their love they had for one another. This kind of love was common in the medieval times. Knights often showed their faithfulness to their lover. Love may have not always been found in the right places such as another person’s spouse, but it was known between the two people once they locked eyes.

**Is deception always necessarily a bad thing?**

***The Lay of Laustic***

The story is of two brave men who were different, but found love within the same woman. Betrayal is found throughout this story just as it is in most of the stories in medieval times. According to the academic journal “Trickery and Betrayal in The Lais of Marie de France”, Candace Houg says “this is another act of deception motivated by lust, and other deadly sins. Lust can motivate a person to do some wild things. I agree with Houg to an extent, but I think that these stories go beyond just lust. The two lovers in this story love each other from afar. The wife isn’t free to do anything, but she is “sexually inhibited” as McNash says in the academic journal “Images of Women in The Lais of Marie de France”. When the husband of the lady starts to notice her missing from his bed at night, he questions her. She tells him her absence is only to listen to the nightingale’s bird song. Her husband comes up with a spiteful plan to catch and kill the bird. The husband knows this is only an excuse for his wife to meet at the window to stare across the way to her lover. Women tend to be drawn towards attention when they are given it whether it be from their husband or someone else. Since the wife received “No love or tenderness”, but a “Figure of brutality and repression” according to McNash, it provoked her more to do what she was doing. Her husband trapped and killed the nightingale bird, then he brings it to his wife and slings it at her. He does this as if to say he knows what she’s been doing. After he slings the bird at her, he tells her that now she will be able to get some sleep. The wife trust a servant to bring the bird to her lover. When the knight sees the bird sent from his lover, he becomes heartbroken and knows what it means. The knight places the dead nightingale bird in a wooden box and vows to carry it with him from that day on.

Even though in both of the stories the lovers had to go to great lengths to be with each other or to share love between themselves, it was a test of true devotion in their parts to show the other their love. Faithfulness can easily be pulled out of these stories such as Guigemar battling for his loved one or the knight in Laustic placing the bird in a wooden box vowing to carry it with him from the day he got it. Being faithful expresses courtly love. Nothing makes a woman happier than a man or knight in their case, showing his devotion to the love his shares with her.

***The Lay Chevrefoil***

This story is full of betrayal in a family. The king’s nephew Tristam falls in love with the queen. After the king knows Tristam is in love with his wife, he banishes him from the kingdom.

The love that Tristam had for the queen was so pure and real, he was willing to risk his life. Tristam hears of the queen’s travel plans and quickly comes up with a plan to hide along the trail letting the queen know he is near. He wants her to know that he cannot go on without her. She immediately recognized the signs that he left for her. The queen gets her escort to stop and she finds her way to him, allowing a brief moment for them to be with each other. She lets Tristam know that his uncle feels bad about banishing him, and that he might be reunited with him. Even with the short lived happy moment, it ends and the relationship ends in a tragedy.

Sometimes all it takes is brief moments of happiness or having just enough time to tell someone how you feel. These three short stories relate to each other all in the same sense, even though they have different circumstances. They are similar in the fact that love is the driving factor in each one. Each night lets love affect their decisions for their life whether it ends in happiness, sadness, or death.

Courtly love is expressed throughout the stories in the Lais of Marie de France. Knights went to great measures to show their love. Courtly love shows chivalry, nobility, and faithfulness. Most all knights in medieval time lived by the standard of chivalry. Guigemar, the knight in Laustic, and Tristam portrayed love is so much more than any meaning a person could give it. Love is filled with many different emotions. The knights show love by their brave actions. In these stories, love has no boundaries.

Work Cited

Houg, Candace R. "Trickery And Betrayal In The Lais Of Marie De France." *Medieval Perspectives* 16.(2001): 50-62.*MLA International Bibliography*. Web. 20 Nov. 2015.

Levine, Stephen B. "What Is Love Anyway?." *Journal Of Sex & Marital Therapy* 31.2 (2005): 143-151. *Sociological Collection*. Web. 20 Nov. 2015.

McCash, June Hall. "Images Of Women In The Lais Of Marie De France." *Medieval Perspectives* 11.(1996): 96-112.*Humanities International Complete*. Web. 20 Nov. 2015.