

LANGUAGE, PHILOSOPHY, & CULTURE
Student Learning Outcome Alignment Form

Course Prefix/Number: ENGL 2332

Course Title: World Literature II

Core Objective	Course SLO	General Learning Activities	Assessment
<p>Critical Thinking Skills</p>	<p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>	<p>Literature Analysis Supported by Literary Criticism</p> <p>The students will read and discuss various works. The instructor will ask the students to explain the use of literary elements (characterization, theme, symbolism, irony, etc.), context (social, political, cultural, or religious), and style in each story. The instructor will demonstrate and explain how to select literary criticisms by accessing the library database. Students will then read and discuss several sample essays that include supporting details and parenthetical citations.</p> <p>Students will select a work and analyze the use of one or more literary, contextual, or stylistic elements in the story. Students will use the text and at least 3 literary criticisms to support their thesis statement and topic sentences. Students will evaluate and choose appropriate sources to be used in the essay. Students will then write a 3-5 page Literary Analysis Essay.</p>	<p>Literary Analysis/Research Essay Grading Rubric</p>

<p>Communication Skills</p>	<p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>	<p>Literature Analysis Supported by Literary Criticism</p> <p>The students will read and discuss various works. The instructor will ask the students to explain the use of literary elements (characterization, theme, symbolism, irony, etc.), context (social, political, cultural, or religious), and style in each story. The instructor will demonstrate and explain how to select literary criticisms by accessing the library database. Students will then read and discuss several sample essays that include supporting details and parenthetical citations.</p> <p>Students will select a work and analyze the use of one or more literary, contextual, or stylistic elements in the story. Students will use the text and at least 3 literary criticisms to support their thesis statement and topic sentences. Students will evaluate and choose appropriate sources to be used in the essay. Students will then write a 3-5 page Literary Analysis Essay.</p>	<p>Literary Analysis/Research Essay Grading Rubric</p>
<p>Social Responsibility</p>	<p>1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</p> <p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p> <p>4. Articulate the aesthetic principles that guide the scope and variety of</p>	<p>Collaborative Groups – Overview of Authors’ Influences and Works & Responsibility Reflection</p> <p>(1.) Each group of students will be given an author to research who is known for his/her unique perspective and incorporation of diversity and cultural aspects into his/hers works. Each student within the group will be responsible for researching and learning about one of the following aspects in relation to the author and the author’s works: style, topics and themes, or influences. (2.) Each student will then discuss how the author’s works and social involvement</p>	<p>Author Overview & Responsibility Grading Rubric</p>

	works in the arts and humanities.	<p>influenced him/her, including any perspective adjustments as a reflection of new understanding. (3.) Next, the group will select a civic organization (ideally related to their author's experiences) and spend at least two hours participating in that organization's activities. The students will reflect on what this experience has taught them about themselves and their civic duty and on the ability of such organizations to solve specific problems.</p> <p>The students will then work collaboratively to construct a unified Power Point including the 3 aforementioned sections and a citation slide. The students will include throughout the presentation information regarding the author's values and social, political, and cultural influences as well as the author and/or characters' personal dilemmas, personal values guiding beliefs and choices, and the consequences of decisions made in relation to the dilemmas. For Sections 2 and 3, each student will discuss the above on an individual basis.</p>	
Personal Responsibility	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 4. Articulate the aesthetic principles 	<p>Collaborative Groups – Overview of Authors' Influences and Works & Responsibility Reflection</p> <p>(1.) Each group of students will be given an author to research who is known for his/her unique perspective and incorporation of diversity and cultural aspects into his/hers works. Each student within the group will be responsible for researching and learning about one of the following aspects in relation to the author and the author's works: style, topics and themes, or influences. (2.) Each student will then discuss</p>	<p>Author Overview & Responsibility Grading Rubric</p>

	<p>that guide the scope and variety of works in the arts and humanities.</p>	<p>how the author's works and social involvement influenced him/her, including any perspective adjustments as a reflection of new understanding. (3.) Next, the group will select a civic organization (ideally related to their author's experiences) and spend at least two hours participating in that organization's activities. The students will reflect on what this experience has taught them about themselves and their civic duty and on the ability of such organizations to solve specific problems.</p> <p>The students will then work collaboratively to construct a unified Power Point including the 3 aforementioned sections and a citation slide. The students will include throughout the presentation information regarding the author's values and social, political, and cultural influences as well as the author and/or characters' personal dilemmas, personal values guiding beliefs and choices, and the consequences of decisions made in relation to the dilemmas. For Sections 2 and 3, each student will discuss the above on an individual basis.</p>	
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CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
Response	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.