English 100W Fall 2016 **Final Reflection**

**Overview**: Let’s make this kind of low key—just **type** your responses to the questions below and hand it in on the day of the final. No need to make an essay out of it. I’ll also take it on Canvas, though, to make it easier for me to quote you to future classes, if I need to.

**Length**: Aim for 350-500 words (not including the questions in the count).

**Criteria:** Thoughtfulness; thoroughness; clarity, correctness, and grace of expression.

1. Which work of literature that we read/discussed did you find the *most* engaging, interesting, valuable, or just fun to read? Discuss what made it appealing.
2. Which work of literature did you find the *least* engaging, interesting, valuable, or just unpleasant to read? Discuss what made it *un*appealing to you.
3. What work of literature would you recommend that I add, and why?
4. If you had one piece of advice for me as I go to revise the class for the next time I teach it (if I do), what would it be, and why? [Note: please focus on things that are within my control. The goals of the class and most of its parameters, such as how many papers you have to write and what proportion of the reading and class time needs to be devoted to poetry, are determined by the Gen Ed. Committee or my department’s Curriculum Committee. Also, please be as kind as you can about other factors I had no control over—such as the frantic deadline-shifting that followed in the wake of my recent bereavement.]
5. Has the class changed your attitude toward poetry at all? If so, how, and why?
6. Which do you think was the most useful and least useful assignment, and why? (Connect your answers to the official course goals, below.) This isn’t about what you most enjoyed, but about what seemed the most effective.
7. Below are the official course goals (in the charts—extends to the next page).

A. Choose one or two of them and discuss how well you believe you met it/them.

B. Choose one or two that you think you need to keep working on in the future and how

you plan to meet this goal(s).

C. If you have an opinion on the course goals themselves—how they should be

modified, for instance, feel free to say so here. (Optional)

**Meeting Area Z Goals**

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| GE Learning Objective (GELO) | How will this GELO be achieved? |
| GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression. | Students will participate in workshops that require attention to revision and editing strategies and standards. |
| GELO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. | Essay assignments will require students to analyze effectively their readings of literary texts. Some papers will require engagement in research and argumentation: incorporating, synthesizing, deliberating and evaluating other critics’ readings of the texts. |
| GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences. | Students will be required to produce literary essays and analyses for various types of audiences. |
| GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards. | Students will learn to use MLA standards for organizing and citing primary and secondary sources. |
| GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing. | Writing assignments are designed to introduce students to the process of reading both primary and secondary materials in this field, do research in academic and non-academic sources, and produce critical essays for specific audiences in the discipline. |

**Meeting English & Comparative Literature Goals for B.A.**

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| Department Learning Goal | How will this goal be met? |
| Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric. | Students will learn to closely read poetry for most of the term, then focus on two narrative forms: the short story and drama. |
| Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature | The readings for this course include British, American, and World literature. |
| Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject. | The writing assignments in this course will require students to write at least three different literary essay forms on various genres and for different audiences. Students will need to attend to matters of form and style across these audiences and purposes. |
| Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. | All units ask students to research and incorporate secondary information into their arguments. |
| Articulate the relations among culture, history, and texts. | Papers students write and the discussions of texts in class will necessarily involve cross-cultural, trans- historical, and inter-textual reading. |