

SLO	Exceeds Expectations (4)	Meets Expectations (3 and 2)	Does Not Meet Expectations (1)	Describe/Identify Assessment
USE METHODS APPROPRIATE TO THE TARGET DISCIPLINE TO INQUIRE, ANALYZE, AND CRITIQUE IDEAS AND EVENTS	13	17	4	Three close reading response papers (500 words each / 1500 words total); 2 Unit Exams.
ANALYZE ISSUES USING A HUMANISTIC PERSPECTIVE	14	16	4	Students used course readings to frame their own questions about sex & gender stereotypes ( <i>Paradise Lost</i> and Biblical narrative); race, economy, and various forms of state-sanctioned slavery ( <i>Incidents in the Life of a Slave Girl</i> and <i>Death and the Maiden</i> ); and transgender corporeality and queer sexuality ( <i>Boy, Snow, Bird</i> and <i>Goblin Market</i> ). In most cases, leading with questions meant beginning from analytical and productively unsettled positions.
INTERPRET ORALLY AND/OR IN WRITING BASIC TEXTS USING CRITICAL ANALYSIS AND REFERENCE TO CULTURAL CONTEXTS	14	22	2	Weekly Discussion Board (online), in which students established meaningful (and at times surprising) connections between the course literature and their daily lives. Dissatisfied with simplistic responses, and in search of more nuanced answers, many students adapted (and therefore interpreted via appropriation) literature to pose questions differently and in ways that demanded carefully considered responses. By remediating literary texts, students practiced the “taking apart” that is inherent in critical investigation and analysis.
DESCRIBE THE DEVELOPMENT OR APPLICATION OF KEY CONCEPTS IN THE TARGET DISCIPLINES	13	17	4	“Creation” was the main theme of the course, and students persistently identified the paradoxes inherent within (literary and cultural) production. In many ways, the course was organized with Bloom’s Taxonomy in mind—we started each unit identifying key terms and ideas, and the ways students looked back to earlier units to put texts in conversation with one another inspired them to pose more complex questions (and offer more critically-informed answers) when they developed their own “creations” at the end of the semester.