**Assessment Form: Learning Objective 1**

***Reading Closely: Literary Analysis and Interpretation***

*The ability to read closely provides a foundation for informed and reflective critical analysis that is fundamental to lifelong learning and literary experiences of lasting value. Instruction in reading closely* ***equips students to pay careful attention to the constitutive details and stylistic concerns of significant works of literature so as to arrive at a meaning that can be defended with confidence****. In addition to promoting responsible ways of taking a literary work of consequence on its own terms, courses satisfying this requirement enable students to become proficient at identifying, interpreting, and analyzing new ideas, perennial topics, universal themes, and vivid descriptions of sensory and internal experiences.*

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number: \_\_\_\_\_\_\_\_\_\_\_\_

Semester / Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of students assessed for this report: \_\_\_\_\_\_\_\_

**Student Learning Outcome 1:**

**Students can identify and analyze constitutive details and literary style.**

*Assessment instrument:*

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| **Identification** of details and literary style | student identified extensive, perhaps subtle details reflective of literary style within text | student identified a range of details reflective of literary style within text | student identified some (more obvious) details reflective of literary style within text | student identified few (most obvious) details reflective of literary style within text | student identified minimal or no details reflective of literary style within text |
| Number of Students |  |  |  |  |  |
| **Analysis** of details and literary style | student produced highly developed, attentive analysis of details and literary style | student produced comprehensive, observant analysis of details and literary style | student produced fundamental, general analysis of details and literary style | student produced a limited, vague analysis of details and literary style | student produced minimal or no analysis of details and literary style |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 2:**

**Students can produce interpretations of literary meaning.**

*Assessment instrument:*

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Interpretation | student produced a highly developed, nuanced interpretation of the text | student produced a developed, thoughtful interpretation of the text | student produced a satisfactory, general interpretation of the text | student produced a limited, vague interpretation of the text | student produced minimal or no interpretation of the text |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 3:**

**Students can produce convincing arguments for their interpretations.**

*Assessment instrument:*

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Argument | student produced refined, well-supported, and highly convincing argument | student produced thoughtful, supported, and convincing argument | student produced fundamentally sound argument | student produced limited, unsophisticated, minimally supported argument | student did not produce a recognizable argument |
| Number of Students |  |  |  |  |  |

**Progress and Adaptation:**

*Identify the improvement goals for the last time the course was taught, and compare outcomes. Was there improvement? Were there contributing factors important for the comparison of outcomes?*

*What are the improvement goals for next time the course will be taught? To which outcome(s) will they apply? What is the basis for these choices?*