Introduction: This assessment is of the most foundational terms and knowledge the course wishes to convey. Assessment of student knowledge before and after the course provides strong indication of the amount of growth that has occurred during the semester in understanding of the course's most foundational concepts. This understanding, in turn, speaks to their growth in understanding across the board especially with items 4 & 5, since these items require synthesis and application in addition to understanding. Only if the students have understood other important aspects of social construction and the difference, for instance between the representation and the real can they satisfactorily answer these last two items.

Conclusions: The students did very well in growth with feminism and social construction and gender and sex. The fact that most of them did not do much with the term "man" but more with "woman" shows that synthesis and application is still tough going for them. This is understandable. To help them along, I will do more in future classes with transfer and application focus and practice. I will spread these transfer and application opportunities across the various chapters but with very focused lessons and feedback sessions. I will probably also include these terms and others like them specifically in either quiz or test questions or both, which I've done pretty successfully with the other items but have not done with these last two.

Scale:
3—Full knowledge of answer as course would teach it
2—Good knowledge but lacking some important parts of the definition
1—Some tentative knowledge but with gaping holes
0—No Knowledge

Student	Feminism	Social Construction	Gender Sex	Man	Woman		Feminism	Social Construction	Gender Sex	Man	Woman
1	0	0	1-2	1	1		3	3	3	2	2
2	3	0	0	0	0		3	0	0	1	1
3	0	0	0	1	1		0	0	0	2	2
4	3	3	2	2	2		3	3	3	2	2
5	0	--	0	0	0		0	??	0	1	0
6	3	0	0	1	1		3	3	0	0	1
7	2-3	1-2	0	1	1		2-3	1-2	0	1	1
8	0	3	1	1	1		3	3	3	1	0
9	1	0	0	0	1		3	3	2	1-2	1
10	0	0	0	1	1		3	3	3	1	1
11	0	0	0	1	1		2	2-3	2	1-2	1
12	1	0	1	1	1		2-3	0	1	1-2	1
13	1	0	0	1	1		2	0	3	1	1
14	0	0	0	1	1		2-3	2	3	1	0
15	0	0	0	1	1		0	0	0	1	2
16	0	0	0	1	1		1	3	0	1	1
17	1	0	1	1	1		2	1	3	1	2
18	0	3	0	1	1		2-3	1	3	1	1
19	0	0	0	1	1		1	0	0	1	1
20	2-3	--	2-3	1	2		2-3	3	3	1-2	2
21											
22											
TOTALS	18/20	10/18	7.5/20	18/20	20/20		41.5/20	32/19	32/20	24/20	23/20
Average	.9	.6	.38	.9	1		2.1	1.7	1.6	1.2	1.15

PRE-POST ASSESSMENT CALCULATIONS—SUMMER 2007
10 Respondents

Scale:
3—Full knowledge of answer as course would teach it
2—Good knowledge but lacking some important parts of the definition
1—Some tentative knowledge but with gaping holes
0—No Knowledge

	PRE-ASSESSMENT						POST-ASSESSMENT				
Student	Feminism	Social Construction	Gender Sex	Man	Woman		Feminism	Social Construction	Gender Sex	Man	Woman
1	2	0	3	1	2		3	3	3	2	1
2	2	2-3	3	0	1		2-3	2-3	3	2	2
3	1	3	3	1	1		3	3	3	1	1
4	0	3	3	1	1		2	3	3	1	2-3
5	0	0	2	1	1		3	3	3	--	--
6	0	0	3	2	1		2	2	3	2-3	3
7	0	0	3	1-2	1		3	3	3	1-2	1
8	0	0	0	1-2	1		2	3	1	1-2	1
9	--	--	--	--	--		2-3	2	0	1	1
10	--	--	--	--	--		2	2	0	0	1
TOTALS	5	8	17	81	9		25	26	22	12.5	13.5
Average	.62	1	2.1	1	1.1		2.5	2.6	2.4	1.4	1.5

Conclusions: Obviously there was excellent growth in knowledge of what feminism/feminist is. There was also excellent growth in what social construction means. I will need to do more work with the terms man and woman but also with helping them grow into the full answers for gender and sex. I will also incorporate more focus on synthesis, transfer, and application in my teaching. But because I believe some of this may be test fatigue, I may also figure out a way to incorporate the assessment into their grade to prod them try to answer more fully.

FALL 2007
PRE-POST ASSESSMENT
EN210-INTRODUCTION TO LITERATURE

FICTION IMPROVEMENT						POETRY IMPROVEMENT			
Student	Pre-Fic	Post-Fic	Attend %	Improve		PrePoe	PostPoe	Attend	Improve
A	5	14	80%	9		0	7		7
B	2	4	73%	2		2	N/A	N/A	N/A
D	5	6	100	1		2	8		6
F	7	13	100	6		4	11		7
Go	1	5	100	4		0	10		10
Gor	1	N/A	93	N/A		2	N/A	N/A	N/A
Gr	12	11	86	-1		3	N/A	N/A	N/A
J	3	8	100	5		2	4		2
K	N/A	15	93	N/A		N/A	13		N/A
La	3	11	100	8		2	6		4
Li	10		60	N/A		7	10		3
Lu	2	3	93	1		1	7		6
M	7	7	80	0		5	N/A	N/A	N/A
P	6	12	100	6		2	11		9
Ra	N/A	11	80	N/A		N/A	13		N/A
Ro	8	15	100	7		5	10		5
Ru	5	14	100	9		5	16		11
S	4	11	100	7		4	12		8
Taj	9	17	100	8		1	6		5
Tal	3	8	86	5		0	11		11
Tu	7	17	93	10		1	7		6
Vel	5	11	86	6		0	N/A	N/A	N/A
Ver	4	8	86	4		1	11		10
TOTAL POINTS	17					TOTAL POINTS	20		
Average Pt. Improvement				5.105263		Average Pt. Improvement			6.875

2:00 CLASS

FICTION IMPROVEMENT

Student	Pre-Fic	Post-Fic	Attend %	Improve
Ag	1			
Be	6			
Br	14			
Ca	7			
Car	1			
Ch	12			
Co	2			
Cr	15			
DeL	1			
Es	14			
El	7			
Gu	16			
Ka	6			
K, Ala	12			
K, Ale	14			
Kl	9			
P	13			
Si	10			
Sm	12			
So	6			
Su	13			
V	11			
AVERAGE PT. IMPROVEMENT				

POETRY IMPROVEMENT

PrePoe	PostPoe	Attend	Improve
0	N/A		N/A
2	12		10
6	15		9
5	N/A		N/A
4	15		11
4	N/A		N/A
4	N/A		N/A
10	N/A		N/A
1	9		8
5	16		11
1	N/A		N/A
5	17		12
2	9		7
9	N/A		N/A
16	19		3
5	13		8
5	20		15
2	8		6
3	N/A		N/A
1	7		6
1	11		10
4	N/A		N/A
			8.92308

4:00 CLASS

Student	Pre-Fic	Post-Fic	Attend %	Improve
Ba	10			
Bu	3			
Fl	5			
Ir	7			
Ja	7			
Joe	4			
Ll	5			
Me	6			
Mer	10			
Pe	8			
SM	5			
SN	5			
San	2			
Y	4			
AVERAGE PT. IMPROVEMENT				

PrePoe	PostPoe	Attend	Improve
2	6		4
0	7		7
4	20		16
0	N/A		N/A
0	13		13
0	N/A		N/A
1	9		8
0	6		6
6	16		10
4	12		8
0	N/A		N/A
1	N/A		N/A
1	3		2
2	N/A		N/A
			8.22222

EN210 PRE-SEMESTER ASSESSMENT
Dr. E. Flores

Part I—Matching.   Match the definitions in Column 1 with the best word in Column 2. Use each letter in Column 2 only once. Some letters will not be used at all. **(17 points).**

Column 2

A.   Coming-of-age story

Column 1

___1.   Allusion

___2.   Antihero

___3.   Dynamic character

___4.   Epiphany

___5.   Suspense

___6.   Foreshadowing

___7.   Flat Character

___8.   Story of Initiation

___9.   Symbol

___10.   Stream of Consciousness

___11.   Static Character

___12.   Bildungsroman novel

___13.   Dilemma

___14.   In Medias Res

___15.   Round Character

___16.   Irony

___17.   Antagonist

B.   An object, action, etc. that is itself but means much more

C.   A moment of insight that greatly changes a character's life

D.   A novel by which the story is told by way of letters

E.   A story-telling technique that imitates the random procession of thought

F.   A character who changes

G.   Apprenticeship novel

H.   To begin in the middle of things

I.   A character depicted through only one or two traits

J.   Character who doesn't change

K.   When term 1 should equal term 2 but does not resulting in incongruity

L.   An ordinary citizen usually depicted as frustrated, bewildered, and isolated

M.   The opposing force in a story

N.   Flashback

O.   Indication of events to come

P.   Choice between two undesirable actions

Q.   Brief reference to a person, place, or thing from history, current events, or mythology

R.   Complex, many-sided character

S.   A character who is dangerous

T.   Enjoyable anxiety created by the plot

Column 1

____1. Hyperbole

____2. Assonance

____3. Metonymy

____4. Apostrophe

____5. Paradox

____6. Alliteration

____7. Personification

____8. Consonance

____9. Hubris

____10. Synecdoche

____11. Cacophony

____12. *Carpe diem*

____13. Sarcasm

____14. Connotation

____15. Onomatopoeia

____16. Pun

____17. Blank Verse

____18. Hamartia

____19. Katharsis

____20. Deus ex machina

Column 2

A. Rescue by a god
B. Addressing someone absent, dead or subhuman as if present and alive
C. Dramatic Irony
D. Humorous imitation of a work
E. Use of something closely related for the thing actually meant
F. Dictionary Definition
G. Repetition of two or more consonant sounds in successive words
H. Tragic Flaw
I. Reference to a historical person, place, or thing
J. Giving attributes of a human to an animal, object, or concept
K. Rimed iambic pentameter
L. Use of a part to represent the whole
M. Tomorrow We Die
N. Speaker's attitude
O. Repetition of two or more vowel sounds in successive words
P. Harsh, discordant sound
Q. Unrimed iambic pentameter
R. Rhyme having same first and last consonant sounds but different vowel sound
S. Dramatic Irony
T. An apparent contradiction nonetheless true
U. Understatement
V. A play on the similar sound but very different meanings that a word can have
W. Prosody
X. Overstatement
Y. A word that sounds like its meaning
Z. Pleasing sound effect
AA. Seize the day
BB. Overweening Confidence
CC. Verbal Irony
DD. Emotional Definition
EE. Purgation of the emotions