

SLO Assessment for COMM 171

Your name _____ Semester/class/section _____

SLO #1.

Identify and analyze literary devices particular to the genres of poetry, short story, and drama

Linked to GE SLO Effective Communication, Critical Thinking

Assignment: Midterm examination

Use A, B, C, D, F; if Y = 4.0, N = 0

- Literary devices are identified
- Situational analysis articulated each component (who, what, when, where, why, how) with supporting textual citations
- Traits of narrators are correctly identified from prose fiction passages

Name	Situational Analysis	Traits of Narrators
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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SLO #2.

Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis

Identify and analyze literary devices particular to the genres of poetry, short story, and drama

Linked to GE SLO Effective Communication, Critical Thinking

Assignment: Poetry or prose reading

Use A, B, C, D, F; if Y = 4.0, N = 0

- Situational analysis is accurately handled, using all components (who, what, when, where, why, how)
- Supporting textual evidence is cited and used appropriately

Name	Accuracy of Situational Analysis	Use of textual evidence
1		
2		
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SLO #3.

Develop a workable script for performance that includes an effective introduction and transitions

Linked to GE SLO Effective Communication

Assignment: Poetry or prose reading

Use A, B, C, D, F; if Y = 4.0, N = 0

- Script demonstrates awareness of the context of the passage
- Script for prose fiction includes appropriate tag lines and sensible edits
- Introduction includes author, title, attention-gaining device(s), and necessary context
- Transitions, if used, enable viewers to understand the performer's intention

Name	Appropriate script	Effective intro	Transitions, if used
1			
2			
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SLO #4.

Deliver a performance that successfully utilizes voice, face, body, and movement to communicate their understanding of the text to an audience

Linked to GE SLO Effective Communication

Assignment: Poetry or prose reading

Use A, B, C, D, F; if Y = 4.0, N = 0

- Performer is familiar with script
- Performer's enactment of open or closed literary situations animates the literary text
- Performer's use of facial expressions, tensiveness, gestures, and blocking contribute to the meaning of the literary text

Name	Familiarity (off the page)	Facial expressions	Tensiveness, gestures	Blocking, if used
1				
2				
3				
4				
5				
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7				
8				
9				
10				

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SLO #5.

Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own, and their classmates' performances.

Linked to GE SLO Effective Communication, Ethical Responsibility

Assignment: Submitted critique of poetry or prose reading

Use A, B, C, D, F; if Y = 4.0, N = 0

- Self- or peer-critique is accurate, with supporting textual evidence
- Self- or peer-critique is tailored appropriately to individual's strengths and weaknesses
- Self- or peer-critique is clearly written, with no mechanical errors

Name	Accuracy of self- or peer-assessment	Clarity of writing of critique
1		
2		
3		
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7		
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9		
10		

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SLO #6.

Coach and rehearse other classmates in solo and small ensemble performance.

Linked to GE SLO Effective Communication, Social Awareness and Diversity, Ethical Responsibility

Assignment: Self, peer, or instructor critique

Use A, B, C, D, F; if Y = 4.0, N = 0

- Student demonstrates familiarity of literary piece performed
- Student uses listening skills to tailor appropriate feedback to performer(s)
- Student's feedback is sensitive to performer and performance

Name	Familiarity with literary piece	Listening skills to tailor feedback	Feedback is sensitive to performer and performance
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			