

## **Evaluation**

ENG 212/ENG 212L/ENG 252/ENG 307: American Images

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I have focused my comments here on what I think were the most important aspects of my experience with the course – the variety and number of students enrolled, and the effectiveness of the classes and tutorials.

## **Students**

Four different groups of students took the class, each with a distinct curriculum and a different set of needs and means of evaluation. A total of 41 students completed the course: 22 wrote bachelors papers (ENG 252); 15 took the skole exam (ENG 212); 3 were Masters students (ENG 307); and one student was in teacher training (ENG 212L). As of this writing (13 June), 39 of the 41 students passed the course.

I think class discussion and the interest of the students benefited from having people at different levels of analysis and oral expression. Student interest was reflected in attendance, which, although not required, was strong, between 75%-95% for each session. Still, I felt compelled to do a good deal of teaching beyond what was listed on the syllabus. I taught 3 additional classes to the Masters students, both to discuss the extra readings they had to cover, and to allow them to talk at a more critical level on the general themes raised by the course. I also taught an additional writing workshop to the ENG 252 students, and gave lectures before the 2 films that were shown outside of class.

## **Classes**

I worked in a variety of formats for each class, though mainly dividing the time between short lectures (15-30 minutes) and longer class discussions. Each week I provided questions on the readings, which we went over together in class, and which offered a program of study and review for the final exams and thesis defenses. My short lectures were always accompanied by visual materials, either slides, timelines, or notes and quotations. I also conducted 3 in-class writing assignments, which gave students the basic form, though not the content, of what they could expect on their exams. I think this was valuable to the students, providing a needed level of familiarity and perhaps confidence when taking the exam.

## **Tutorials**

I conducted 44 tutorials. I was very direct in my comments if I felt the student's work was not going to be good enough to pass, either in terms of content or style or both. I think this level of firmness and clarity was essential to the student's final performance. I worked with two external readers to grade their final papers and thesis defenses: 21 of the 22 students passed the course.

## **Summary**

I believe I was able to work reasonably well with my 41 students. But I think that if it is at all possible, the enrollment should be limited to 30 students total. The number of Bachelors'

paper students especially needs to be limited, ideally to 10 to 12 maximum. Four weeks of my semester were devoted simply to preparing for and conducting the students' tutorials and thesis defenses. I definitely feel a lot of satisfaction in what the students and I were able to cover this semester, and in seeing this reflected in the grading and responses of the two external readers. But in terms of the time spent on class preparation and grading, I basically taught the equivalent of two full courses.