

PERIODISK EMNERAPPORT – ENG4332: Multicultural American Literature
Vår 2009

1. Beskrivelse av og kommentarer til eventuelle avvik fra og endringer i emnebeskrivelsen

Med avvik menes forandringer gjennomført etter undervisningsstart pga uforutsette omstendigheter. Med endringer menes forandringer som er gjennomført og annonsert før undervisningsstart.

Since I had taught this course once before and changed the reading list based on the feedback I received from the previous course, I did not need to make any changes or stray in any way from the “emnebeskrivelsen.” All went according to plan.

2. Kommentarer til kvantitative gjennomføringsdata på emnet (karakterer, stryk, frafall)

Gjennomføringsdata fremskaffes av studieadministrasjonen ved hjelp av FS-rapport 754.001. For emner med mer enn 10 studenter anbefales det at karaktergivning og stryk kommenteres i forhold til gjennomsnittet på faget og fakultetet. Når et emne har vært undervist to eller flere ganger siden forrige periodiske evaluering, kommenteres også signifikante endringer i løpet av rapporteringsperioden.

13 students completed the course; there were 14 who followed the course throughout the semester, but 1 was unable to write the seminar paper due to unforeseen problems and this student contacted me to let me know. I used an A through F scale, and no one failed the course. The grades were high and I gave several A's, but of course these were well deserved. I found that the grades for this round of the course were slightly higher on average than in the previous round.

3. Er det indikasjoner/eksempler på særlig god kvalitet? Hvordan er de fulgt opp?

Her beskrives spesielt vellykkede grep i organiseringen av opptak, undervisning og prøving som andre kan ha nytte av.

I ran the course as a normal upper-level seminar based on class discussion. In addition, I had the students give presentations on the various primary texts for the class, and incorporated their analyses and major points into the course as a whole and the discussions in particular, which made them feel they were contributing to the content of the course. This was a change from the last time I taught this seminar and forced the students who don't contribute to class discussion to contribute at least once in the semester.

4. Er det indikasjoner på sviktende kvalitet? Hvordan er de fulgt opp?

Her beskrives ev. mindre vellykkede grep i organisering av opptak, undervisning og prøving som andre kan ha nytte av å kjenne til.

The seminar was a little quieter than I am used to, but every group is different. In general I had the same 4 or 5 students speak up every class, although because of the presentations I mention above everyone had to contribute at some point in the semester. Perhaps part of the problem was one particular student who the other students do not like and who adds a somewhat disruptive element to the group. However, this student has the right to his point-of-view and it is not my duty to shut him down because he presents a political viewpoint the others disagree with. I had the feeling some of the students would have liked me to do something drastic, as evidenced by one of the comments on the internet evaluation, but I did not feel that was appropriate.

5. Hva er det fokusert på i denne perioden mht utvikling av studiekvalitet?

Her beskrives oppfølging av forbedringstiltak fra forrige periodiske evaluering og ev. andre relevante tiltak i årsplaner og lignende fra institutt og fakultet.

This course introduced students to the literature of American minorities as well as more general critical race theory. I made some adjustments to the syllabus based on the previous report, changing several of the primary texts towards a broader historical perspective, and I added several secondary texts to give more context.

6. Forslag til tiltak for å forbedre emnet

Hva er det viktig å fokusere på i fremtiden for å forbedre kvaliteten på emnet i lys av beskrivelsene ovenfor?

I feel I changed the course successfully and would pretty much teach it the same way I did this semester when I teach it again. It is a course designed so that I can choose different novels and primary texts each time it is taught, which keeps it interesting for me and for the students as well.

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