

**WML ASSESSMENT ACTIVITY REPORT – SPAN 331**  
**Fall 2016 – Kevin Norris – Submitted 12/8/2016**

Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments	Resulting Actions (Closing the Loop)
Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.	Students will investigate differing viewpoints that they encounter in their strategic investigation of topics <i>in order to</i> be able to develop their own informed arguments or hypotheses.	<b>SPAN 331: Spanish-American Literature</b> (Silva, Fall 2016)	Students were required to find five sources to support their analyses of recent Spanish-American novels and short story collections.	I would investigate other sources of information on very recent Spanish American authors, novels, and short stories.
Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	Students will gain insight and understanding about diverse sources of information <i>in order to</i> evaluate and use resources appropriately for their information needs.	<b>SPAN 331: Spanish-American Literature</b> (Silva, Fall 2016)	Students learned differences between literary criticism and book reviews. They also learned the timeframe for publication of each and what sources and databases would contain criticism and reviews	I would further emphasize the scholarly value of literary criticism over book reviews in newspapers and magazines. I would further emphasize the time lag between reviews at initial publication of a novel and the appearance of literary criticism in refereed journals.
	Students will share ideas responsibly in a variety of formats and contexts <i>in order to</i> recognize themselves as knowledge creators.			
Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) <i>in order to</i> critically evaluate the usefulness of the information for their research need.	<b>SPAN 331: Spanish-American Literature</b> (Silva, Fall 2016)	Students learned differences between scholarly literary publications, popular press, and online sources.	I would further emphasize how literary journals differ from popular press.
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.	<b>SPAN 331: Spanish-American Literature</b> (Silva, Fall 2016)	Students learned to broaden searches in order to find articles related to the novels they were researching, e.g., author interviews or more general critiques of the author.	I would put more emphasis on students thinking creatively in broadening their searches when they do not find much information on the specific literary work in question.
Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	Students will properly distinguish between their own ideas and the intellectual property of others <i>in order to</i> ethically use information and demonstrate academic integrity.	<b>SPAN 331: Spanish-American Literature</b> (Silva, Fall 2016)	OWL Purdue and the MLA Handbook were demonstrated as the sources for correct MLA citations.	I would put more emphasis on correct citation format.

\* Rev 5-28-2014; \*\*Endorsed by the Library faculty June 2014; revised November 2015; revised May 2016