Example of a Well-Designed Course in: LITERATURE

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1. Specific Context

- **The subject matter:** European Literature
- **The title of the course:** Literatura Universal - 3
- **Typical class size:** 25-40
- **Level of the course:** elective, introductory
- **Mode of delivery:** face-to-face
- **Type of institution:** University

2. General Description of the Course

It is an elective 3-credit course in Humanities available for students from all majors and semesters. It is divided into introduction to the literary analysis and three major parts: English, Russian and French literature of the 19th century. Each part includes an overview of the historical, social, political and cultural contexts of each country in 19th century and is followed by a study of the writers and their works. During the course students read short stories and short novels, do literary analysis of the stories and personal reflections on the moral and ethical issues raised by authors. Collaborative learning is a core methodology of the course. Students also participate in on-line discussion of topics on a group´s community on Livejournal. Assessment consists of 3 critical essays, group work, individual quizzes and quizzes in groups.

3. Big Purpose of the Course

The big goal of this course is to have an impact on how students perceive literature. Once they finish the course, they will have learned how to see literature as interesting, relevant, and useful in life. Part of what will allow them to do this is that in the course, they will learn (a) how to understand a book written in a different historical and cultural context; (b) how to read, interpret and learn from psychological literature that has a simple plot but not many actions; and (c) how to

make connections between daily life and issues revealed in texts of the XIX century and the students' daily lives and issues they find still being discussed.

Another result of this course is that students will come out of the course with a bigger picture of what literature is, and with a bigger knowledge of authors, the countries they come from, and the works they wrote. My hope is that with all this learning, they will have a greater interest in and a plan for continuing to read serious literature in the future.

4. **Important Situational Factors/Special Pedagogical Challenge**

Situational Factors/Special Challenges: **Course Design Response:**

Situational Factors/Special Challenges	Course Design Response
1) The group of the students who enroll in the course is very heterogeneous in terms of age, semesters and majors, and even social status: the range of semesters is from the 1st to10th; almost all undergraduate majors are represented. It is very difficult to find literary works that students would consider "interesting" or "relevant" to their professional and/or personal development and make students work as a team efficiently.	I organized heterogeneous teams in which students would benefit from this diversity. In the survey I asked what genre of literature students would prefer to read and when presenting the course I explained students that we are limited by situational factors, such as time and available at the library literature. Several times I let them choose the work and the author so they would be more involved. And also, I reminded them that in this course they will explore their literary tastes and it is normal if some of the works they will like more than others. They will need to think about what they like most and make a plan of reading in the future.

2) The biggest challenge is actually make students read the texts assigned for a class, as most of them will look at the summaries or reviews on the web, or they would watch a Hollywood movie based on literary work. Colombian culture is anti-reading culture; dancing and singing have a bigger value in society then reading. Most of the students have never read a complete book of classic literature in a life time. According to official statistics, on the average, Colombians read 2-3 books annually. In the survey the students indicated their favorite books: the two most popular are the Bible and "One hundred years of solitude" by Gabriel Garcia Marquez. But it is not because they have read them, but because my students know that they exist or they think that I expect this type of answer.	The big part of evaluation consisted of quizzes and work either done in class or assigned for homework. I reminded students that they may not like the story, but they have the right to express their dislikes only after they actually read it and were able to support their position with examples from the text. Before giving quizzes, evaluations and choosing works I searched the internet in order to know how much information was available to my students and designed the questions the way they could not be answered from reading a summary or watching a movie based on the literary work.
3) Literature and reading is being positioned as a kind of "entertainment" which leads students to erroneous expectations from the classic literature and reading, in general. They are expecting interesting work full of actions, unusual twists in the plots and "special effects" (as if it were a movie) with happy endings rather than reflections on moral and ethical issues and thoughts about complexities of life. Reading classic literature makes students feel disappointed in "entertaining" nature of the books. For them, reading is not "fuel" for the mind that will nourish one´s ideas, but an easy past-time, which, thus, does not require time or mental effort. Reading is expected to be brief, short, and easy.	I included activities with analysis of ideas and discussions of controversial issues to show that finding ideas in the text and analyzing them is work, but it is worth it if what they find is useful or relevant. In many short stories the plot was about love or choices young people make. Having focused on life of the young people I tried to make literature more interesting and appealing to my students.

4) The next challenge of the course lies at the institutional level: at the time the Department of Humanities did not have undergraduate programs with major in Humanities and was seen as the department with courses which are designed to "fill in "the program with credits and did not require effort to pass the course. Thus, students are very opposed to work outside the class hours, even if it means to read a 3-5 pages long short story; their personal motivation and interest in the subject itself is very low.	I decided not to give team work as homework as it would be difficult for students to meet. All team work was done in class, but all the members of the group were accountable for the common result as some of the quizzes were in teams and the team work was assessed. Thus, they had to read literary works at home otherwise their work would be less productive in class or would receive a lower grade.
5) The elective course is taken because of the schedule, not because of interest in the subject. According to the survey, 55-65% of students are in class because of the suitable schedule. Around 80% of the students who take the course read 0-1 books a month (among those 36% have not read a single book and 44% read only one book).	I showed students the general results of the survey (it was anonymous) and we all laughed about reasons that brought them to my class. But they agreed that for the university students the picture is not funny. Thus we agreed that we were going to change it by the end of semester although it was not going to be easy for them as they had to find the time for reading. I got the PDF versions of the literary works so my students could read them even from their cellphones.
6) The level of basic knowledge in literature is very low. The survey asked them what kind of literary genre they would like to read in this course. Among the most popular answers was "Drama", as those students confused it with a movie genre.	I accepted the reality that I had to deal with students who are not ready for intensive reading. Thus, I started my class from very basic things such as discussion of "What is literature? What is good or bad literature?" First literary works were easier and shorter, but the complexity and length increased by the middle of the course.

5. 3-Column Table

Use this table below to provide information about these three aspects of your course design.

Learning Goals:	Assessment Activities:	Learning Activities:
1. **Foundational Knowledge:** • Identify key components of a literary text • Understand basics of literary analysis: the position of narrator; time; conflict and its solution; characters; details and their meaning. • Remember author´s names, major works, countries they belong to	• Essay analyzing literary work • Quizzes (individual and in groups) • Quiz (individual and in groups) • In-class performance	• Lecture/Presentation • Students make a concept map of literary analysis; analyze parts of literary work; analyze the short story; • Students establish connections between the biographical facts/literary works/influences from other writers/literary movements. • Collaborative activities
2. **Application:** • Do analysis of a literary work • Analyze historical and cultural contexts in a literary work	• Essay analyzing literary work • Quizzes (individual and in groups)	• Analysis of literary work application of theoretical knowledge on literary analysis • Students find and explain examples of historical events and trends in literary works
• Solve issues in a team	• CATME self-evaluation and the evaluation of other team members	• Students work in permanent, heterogeneous teams of 5

3. **Integration:** • Connect culture, history and literature • Compare society and contrast changes	• Essay analyzing historical, social and other contexts reflected in the literary work • Quiz (individual and in groups) • Reflective posts/ comments on Livejournal	• Activities to connect the past and present cultural stereotypes; • Map of ideas/mind map to establish connections between different events, personalities and movements • Analysis of historical and cultural contexts in the literary work • Compare/contrast changes in social status or trend described in XIX century literature with contemporary vision
4. **Human Dimension:** A. **Learning about ONE-SELF:** • Decide to become an efficient and valuable team member • Become conscience about personal likes and dislikes in literary realm and learning process B. **Interacting with OTHERS:** • Understand underlying values of the different epoch and culture • Become sensible to different interpretation of actions depending on the guiding values	• CATME self-evaluation and the evaluation of other team members • Quizzes, grades for competed activity • Survey • In-class and out-of-class activities	• Team discussion/general feedback on results of CATME assessment • Reflective activities on Livejournal (posts/ comments) • Activities focused on creation of personal interpretation and stance on moral dilemmas represented in the stories • Activities focused on changes in perception of the issue; compare/ contrast activities on social and cultural trends and contemporary vision • Activity to realize what students liked/disliked about a particular short story

5. **Caring:** • Be interested in reading classic literature • Value classic literature as a source of knowledge and wisdom, reflection of historical and cultural realms	• Essay • Personal reflections and comments in Livejournal • Survey	• Individual reflection in Livejournal • Activities to connect the ideas/values from the short story with personal values • Activities to infer personal motivations to write on the topic; understanding of historical and cultural constrains;
6. **How to Continue Learning:** • Have a plan to read literature in the future	• Survey • Livejournal reflective posts • In- and out-of-class activities	• Individual reflection in Livejournal • Collaborative activities • Presentation of a poster

- Comments about the goals or your effort to identify good goals and appropriate learning and assessment activities:

Reading is big part of academic and social life, but the reality is that the quality of texts read is low and not dense in information or value (usually there are magazines and journals for entertainment). The field of literature is very vast - one cannot read and teach all literature in the world, thus it is necessary to decide what are the things that can be taught which may be applied to all books even after the class ends. In my course I chose to teach students understand the book as a whole and show them how one can understand a book written in a different time and different culture. The literature of the 19th century from France, England, and Russia was an example how to do it, but strategies applied to reading and analyzing literature works can be applied to any kind of literature. The book was considered a reflection of the historical, social, political, literary, and cultural context of the epoch, and of course, a very personal vision of the world. Thus, the goal was to connect all these factors and see how they are intertwined and interrelated. The content of the literary work contains collective cultural and personal values and it was important to notice them, understand their meaning in the historical context and connect them to modern and personal interpretation.

This is a university-level literature course, so the students need to acquire some basic knowledge about literary analysis and demonstrate its application to the literary works they read. During in class activities students had opportunity to develop skills and knowledge

needed for assessment. It is not difficult to discuss the literary work when you read it; the most difficult thing is to make students actually read the text. Thus, the quizzes were an indispensable tool of the evaluation and creation of the culture of "being ready for a class". There is no literature class if students haven't read the literary work.

Another challenge was to make students accountable to each other so everyone would do an equal share of work during collaborative class activities. The team work was assessed though CATME team-based assessment program where students had to evaluate the work of the team and reflect on their own performance.

6. Weekly Schedule

This class meets 2 times per week: one day there is a 60 minutes class, the other is 110 minutes.

Week: MONDAYS: (60 minutes)   WEDNESDAYS (110 minutes)
Homework:

	MONDAYS: (60 minutes)	WEDNESDAYS (110 minutes)	Homework
	Information about the course, assessments; surveys; teams; • Activity: In teams, discussion: What is literature? What is its role in society? Do you need to read literature (classic literature)? Why? Is there "good" or "bad" literature?	• Lecture: Introduction to literature and literary analysis • Students register in Livejournal and write an answer-reflection to a post of the professor ("My favorite book", expectations, reading habits, etc.)	Home-work: Read "Manual of the literary critic"
	Quiz about literary analysis with scratch paper – individual and in teams: questions about application of the concepts on literary analysis	• Team-work: Make a conceptual map of literary analysis • Team-work: apply concepts of literary analysis to examples of literary work • Students register in CATME and do the first self-evaluation and evaluation of the team	

	Introduction to the English Literature, XIX century • Group work: discuss the images of the epoch, remember events, personalities of that time • Lecture: listen and take notes of the lecture on historical, cultural and literary context; literary movements, mayor writers and their literary works	• Team-work:: compare your notes from the previous class, and make a more complete list of events related to the epoch • Team-work:: make a mind map about English literature and historical, culture, and literary contexts (can be done via "Mindmeister") • Present your map to the class	Home-work: • Read: "The Red-Headed League" (Arthur Conan Doyle)
	Arthur Conan Doyle: The Victorian England, its customs, life and literature • Lecture: Take notes of the information about the author, his works.	• Team-work: literary analysis of the "The Red-Headed League" a short written analysis • Class activity: find and discuss the customs of the Victorian times in "The Red-Headed League" • Team-work: in teams make a description of a person from the US (generalized assumptions on culture, values, customs and attitudes); submit it to professor	Home-work: Read "The Canterville Ghost" by Oscar Wild
	Oscar Wild: Cultural stereotypes (Americans in Europe) and historical context • Lecture: information about the author, influences and literary works	• Quiz on content "The Canterville Ghost" • Team-work: analyze "The Canterville Ghost" its characters; find European stereotypes about Americans and vice versa; compare if they have changed with the time. Think about the description of the Americans you wrote last week	Home-work: Read "Strange Case of Dr Jekyll and Mr Hyde" by Robert Luis Stevenson

	Robert Luis Stevenson: Social Darwinism and the theme of the Double in literature • Lecture: information about the author, influences and literary works; science fiction before Stevenson in other countries	• Team-work: analyze the main themes of the short novel; What was the writer´s motivation to write it? Make a chronological timeline of "Strange Case of Dr Jekyll and Mr Hyde" • Team-work: literary analysis in writing • Class discussion: What prevails in "Strange Case of Dr Jekyll and Mr Hyde" the good or the evil?	Home-work: Write a post in Livejournal: • Reflection over literary work that students have studies in this part of the course, what they learned about English literature and what books they would like to read later • Students evaluate the team work in CATME • Find 3 English authors (either from XIX century or modern / contemporary) not studied in class; Identify 2 books by each of those authors
	Exam 1 Write an essay analyzing one of the literary work of the author studied in class	Introduction to Russian literature • Team-work: make a list of historical events and personalities, authors and their Works that you know from Russia (both ancient and contemporary); share your information with other groups • Lecture: listen and take notes about historical, cultural and literary context of Russia in XIX century; authors and their work; • Team-work: Match Russian words (from the future texts) with a picture. How many did you get right?	Home-work: Read "The Blizzard" by Alexander Pushkin

	Team-work: read short biographies of the Russian authors; make a mind-map on Russian literature including historical, cultural, and literary context Share your map with the class. The groups "vote" for the best map	• Quiz individual and in teams on introduction to Russian literature • Lecture: Alexander Pushkin: The fatalism and destiny, and Russian romanticism; The role of the weather and nature in the works of Pushkin	Home-work: Read information about the conflict in the literary work; • "The Queen of Spades" by Alexander Pushkin
	Conflict in the literary work • Quiz individual and in teams on the application of knowledge of the conflict	• Individual quiz on "The Queen of Spades" • Team-work: analyze the historical and cultural contexts in the Pushkin´s literary works • Discussion (in teams and in class): mysteries, fatalism and the role of nature in the Pushkin´s works; • Team-work: apply the knowledge on the conflict to the Pushkin´s works	Home-work: • Continue discussion of Pushkin´s works on Livejournal • Read "Mumu" and "Asya" by Ivan Turgenev
	Ivan Turgenev: Frustration of life, unanswered love, critic of the Russian lifestyle, and new ideologies Nihilism and Turgenev's women • Lecture: take notes of the works and influences, historical context and the life of Ivan Turgenev • Individual quiz on the content of "Mumu" and "Asya" by Ivan Turgenev	• Team-work: literary analysis of "Mumu"; its characters and the type of the conflict • Team-work: give the title to each chapter of the short novel "Asya"; discuss questions on the content • Class discussion: the historical and cultural context in the works of Turgenev; would the story be different had the events happen nowadays? The theme of the role of the women in the XIX century and nowadays	Home-work: • Continue discussion of the Turgenev´s works on Livejournal; Personal reflection on the moral values and decisions made by the characters • Read the article "Culture, nihilism and economy" on Livejournal and comment it • Read "The Death of Ivan Iliych" by Lev Tolstoy

Lev Tolstoy: Psychology in the literary work • Lecture: take notes of the works and influences, historical context and the life of Leon Tolstoy • Individual quiz on "The Death of Ivan Iliych"	• Team-work: written analysis of the novel "The Death of Ivan Iliych"; values of its characters; personal motive of the autor to write the novel; what is it called "psychological"? examples of the psychology and personal style of Lev Tolstoy	Home-work: • Read "Chameleon", "Fat and Thin", "The Lady with the dog" by Anton Chekhov
Anton Chekhov: Social context and the literary work; the role of details in the short story; • Lecture: take notes of the works and influences, historical context and the life of Chekhov's writing style • Team-work: analyze a short story; details provided (colors; odors; names)	Exam 2 Write an essay analyzing one of the literary work of the author studied (additional literary work not analyzed in class)	Home-work: • Students evaluate the team work in CATME • Write a post in Livejournal reflecting on the books that students learned and what they would like to read in the future • Read "Facino Cane" by Honore de Balzac • Find 3 Russian authors (either from XIX century or modern / contemporary) not studied in class; Identify 2 books by each of those authors

Introduction to French Literature • Team-work: read the quotes (on the topics that will be studied in this part) by French authors and discuss if you agree or disagree with the phrase • Team-work: Web-Quest on French literature	Honore de Balzac: Values, decisions and life; Structure of the short story • Team-work: analysis of the short story and its structure • General discussion: values, "sins" and the character in "Facino Cane"	Home-work: • Share a post/piece of opinion on "Facino Cane" in Livejournal; compare the moral values reflected in the short story with the values nowadays • Read "Vanina Vanini" by Stendhal • Read the article "Carbonarios" in Livejournal (historical context of Italia)
Stendhal: Citizenship, conflict, and values; stylistics in the short story, personal writing style of Stendhal • Lecture: take notes of the works and influences, historical context and the life of Stendhal • Individual quiz on the content of "Vanina Vanini"	• Team-work: read parts of the short novel and analyze the main characters; what were the reasons of defeat? • Group discussion: phrases about patriotism: do you agree or disagree? What is the best phrase on patriotism?	Home-work • Write a personal reflection on patriotism and citizenship; compare it with the events described "Vanina Vanini" • Read "Necklace" y "Useless Beauty" by Guy de Maupassant

Guy de Maupassant: Values, decisions, and destiny; role of the woman • Lecture: take notes of the works and influences, historical context and the life of de Maupassant	• Team-work: write a different and for a short story "Necklace" • Analyze the characters in "Useless Beauty" • Class discussion: moral issues and role of the women in these short stories; Read parts of the short stories in class and discuss situations discussed there; how have role of the women changed since then?	Home-work • Publish an alternative end of the short story "Necklace" on Livejournal • Students evaluate the team work in CATME • Find 3 French authors (either from XIX century or modern/contemporary) not studied in class; Identify 2 books by each of those authors • In teams prepare a poster with the authors and their books not studied in class
• Team-work: Posters presentation about the authors not studied in class. Each student should choose at least 3 titles of books from each country (presented by other teams) that he/she would like to read in the future. • Final questions/answers • Surveys	Exam 3: essay analyzing literary work: structure; type of the conflict and its solution; characters; reflection on situations described in the short story; Extra point: identify 3 authors and titles of their books that were not studied in class, but presented in a poster session.	Home-work • In Livejournal, students publish a personal reflection on what books they chose to read and why

• Include, if possible, a brief description of your <u>teaching strategy</u>

Lectures/presentations were used for informative and quick overview on the epoch, historical, political, literary, and cultural contexts, and biographical information on the authors, some peculiarities of their style or influences in the past and present which would be 30-50 minutes long depending on the topic.
Discussions in teams and general discussion were used to share conclusions and socialize results of their work;
Collaborative learning: teams were heterogeneous and their work was monitored by team evaluation program

Integrated technology: for some activities we used Livejournal as extension to classroom activities or homework (most of the activities were optional, some could be graded as a quiz); in some cases, there were other instruments involved (such as "Mindmeister"), but it depended on the availability of computers. With some experiments with technology most activities were done with paper and markers, as students were more engaged and active than with computer and virtual instruments.

- Was there anything special you needed to do, to make this course work right?

There are two things:

1) Make students read the literary work assigned for the class: quizzes (both individual and in groups) were very helpful. It would be difficult to discuss anything if most students had not read the text. The course activities are based on assumption that students at least know the content of the literary work and in class they are working with details and application of their knowledge.

2) Make all team members accountable for the result: team work evaluations with CATME were vital, but the first evaluation does not provide a realistic picture. Students are not objective when they evaluate their peers and the scores of all team members are usually too high. Only after the second evaluation and a month of work together do they start being more demanding from their team members. The grade given to the student by the group was counted as a part of one of the grades.

7. <u>Evidence of Impact</u>

There were 3 major goals of this course that were not directly related with the basic knowledge.

<u>Goal #1</u>: Make students change their attitude toward literature and make them see literature as interesting, useful for their lives, and relevant in modern society.
    Students who participated in the first semester of course implementation had the biggest change in their perception of literature as interesting and relevant.

How would you describe the classical literature?

	2012 Fall				2013 Spring				2013 Fall			
	Beginning		End		Beginning		End		Beginning		End	
	R	%	R	%	R	%	R	%	R	%	R	%
Interesting	17	**45**	24	**92**	21	**68**	23	**82**	30	**73**	17	71
Boring	3	8	0	0	2	3	1	4	4	10	0	0
Useful for my life	16	42	11	42	9	29	7	25	11	27	7	**29**
Useless for my life	2	5	1	4	0	0	1	4	0	0	0	0
R e l e v a n t nowadays	4	**11**	11	**31**	3	10	3	11	1	2	3	13
It is outdated	1	3	0	**0**	2	6	1	4	1	2	1	4

    In the 2013 Fall Semester, only slightly more than half of the class completed the survey at the end of the course. That is why the results are not completely reliable, although there is a change in relevancy perception. Also, in this same semester, there was a change of the student profile: more students came because they like to read

classic literature; they had talked to students who had taken the course previously and were drawn to the course. Thus, they were more demanding for class activities and the course, in general. Maybe, there expectations were too high as the course was designed mostly for the students who don't like reading literature, and some activities or literary works were too simple or not challenging enough.

Goal #2: Let students have a big picture of literary word where they could recognize some names and have a plan to read some of the books in the future. In other words, if they enter the bookstore, I would like them to look at the shelves with books and recognize the names of some of the authors, and have a plan to continue reading after the class ends.

According to the survey, most students felt they had learned how to analyze a literary work; basic knowledge they students gained was very significant too, they learned the history of European literature and, biographies and name of the authors, although it was not their primary expectation; most students also answered that they learned to connect literature to their life, but only in the first semester of implementation there was a considerable impact on understanding how to connect literature, history, and culture.

What do you expect to learn in this course? What did you learn in this course?

	2012 Fall		2013 Spring		2013 Fall	
	Beginning	End	Beginning	End	Beginning	End
History of European literature	44,7	**57,7**	32	43	27	**54**
Literary movements	23,7	30,8	19	32	17	25
Biography and names of the authors	13,2	**57,7**	29	**50**	27	**54**
Know how to read and understand the book	52,6	50	61	**46**	61	46
Look for information about literature	13,2	19,2	19	7	12	33
Analyze literary work	52,6	**61,5**	39	**61**	41	**50**
Write a critical essay	28,9	**53,8**	26	14	22	42
Value reading	42,1	50	48	25	51	38
Be interested in world literature	44,7	50	39	21	34	38
Work in a team	23,7	**65,4**	42	43	20	38
Study less and know more	13,2	3,8	19	7	20	17
Get a high grade on exams	23,7	11,5	29	7	15	17

Connect literature with my life	NA	**53,8**	NA	**64**	34	**71**
Connect literature, history and culture	NA	**53,8**	NA	18	15	25

Goal #3: Teach students: a) how to understand books from historical and cultural contexts; b) how to read psychological literature which does not have many actions; c) how to learn from the past and connect it with the present.

Probably, the evidence of the achievement of this goals lies in the following answers: Across the 3 semesters, the most popular answers to the question "How the course changed the students" were there following answers: intercultural communication, a better reader, and high level of education.

This course helped me with:

	2012-30		2013-10		2013-30	
	R	%	**R**	%	**R**	%
Professional career	14	**53,8**	7	25	3	12,5
Intercultural communication	13	**50**	11	**39,3**	15	**62,5**
Be a better citizen	7	26,9	0	0	2	8,3
Be a better reader	23	**88,5**	22	**78,6**	15	**62,5**
Be a better person	6	23	1	3,6	3	12,5
Be more educated	14	**53,9**	16	**57,1**	14	**58,3**
Know how to learn	3	11,5	4	14,3	5	20,8
Know how to manage my time	6	23	5	17,9	4	16,7
Be more independent in learning	4	15,4	3	10,7	4	16,7
Be a better team member	7	27	4	14,3	5	20,8
Raise my GPA	4	15,4	3	10,7	3	12,5

Goal #4: Higher grades on evaluations and elimination of plagiarism.

There also was a change in the average grade and a trend in drop-outs after the course was implemented.

	2009 Fall	2010 Spring	2012 Fall Design implementation	2013 Spring Design implementation	2013 Fall Design implementation
Average grade for 3 essays	4,7	4	4,4	4,5	4,6

Average final grade	3,3	3,8	4	4	4

Before implementation of the re-designed course, in Fall 2009, the average grade for 3 essays was 4,7: too high due to the unnoticed plagiarism. I was teaching the course in a traditional way, the way I was taught in the times of libraries and printed books. But when I started teaching it to my students, there already were Wi-Fi and Wikipedia, and I just was wandering why I saw the same phrases or words in the essay. Next semester I became wiser and checked the web-sites that might have answers to the questions I am asking and all plagiarized essays were cracked down. This led to the idea of re-designing the course. Thus, in the first semester some students still tried to use the information from the summaries available online. But I improved the requirements and made the sections of the essay more explicit and impossible to plagiarize. As the quality of students changed over the time, the grades were getting higher as the essays got better.

The average of the final grades has also improved due to a constant work in class and preparedness.

Goal #5: The change in the trend: students prefer to drop the course than fail it.

	2009 Fall	**2010 Spring**	**2012 Fall Design implementation**	**2013 Spring Design implementation**	**2013 Fall Design implementation**
Drop-outs	0	1	3	3	4
Failed	5	5	0	2	0
Percentage:					
Drop-outs	0%	2,5%	7,5%	9,1%	9,3%
Failed	19%	12,5%	0%	6%	0%

As this is an elective course, which is supposed to be easy, during the semesters 2009-2010 students did not expect to fail the course in the end. Thus, they would not drop the course because they expected to pass even if their participation and knowledge were very poor.

The trend has changed with the implementation of the design. Students who were not committed to study and contribute would take responsibility to drop it because you cannot pass it without reading and having knowledge. Thus, very few would fail in the end: only 2 students failed out of 116 that took the course in 2012 –2013, compared to 10 out of 66 in 2009-2010.

It is important to notice that students who dropped the course were the same students who did not show up to class the first two weeks and did not start working since the first day of the course.

8. Most Exciting Aspect of the Re-Designed Course for Me

The most exciting thing was to make this course work effectively. We teachers have great ideas that do not always work as planned. The process of implementation has made me reflect a lot on my teaching practice, the goals and results.

The unexpected result was that, although the course was demanding in terms of preparation for the class, there were more students who would come to my class because their friends had recommended it. During the second semester of implementation there was only 1 person who came because his/her friend had recommended the course. But during the third semester there were 20% of the students would come because of their friends´ recommendation. Even though the majority would still enrolled because of the suitable schedule (66-58%) there were more people who indicated that they likes reading and literature. The dynamic of the class has changed because there people were motivated and were more interested in deep knowledge and details, not generalizations. The third semester of implementation had a very different profile of students who chose this course as an elective.

9. My Contact Information

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