

# Outcome Assessment Proposal for the Department of English

## Lit/Film Outcome Assessment

**Criteria:** For Literature, using final papers from the Literary Sr. Seminar for Literature. For Film, using final papers of seniors from Film Theory and Criticism, History of Sound Film, History of Silent Film in that order of preference based on the course offerings each semester.

1. Technical knowledge of genre, style, and form: Student demonstrates knowledge of expressive techniques and proficiency in applying the critical and theoretical concepts and methodologies required within literary (or film) studies in order to discuss and write about texts in an authoritative manner.

2. Content knowledge of period, author/director, and text: Student demonstrates knowledge of the historical context and the stylistic period or movement (including other authors/directors and texts).

3. Analytical and interpretive skills (explication/close reading): Student demonstrates an ability to read with great attention to textual details, to analyze key motifs and meanings within a text, and to interpret those persuasively and insightfully.

4. Argumentative-interpretive essay-writing skills: Students demonstrate the range of skills required to write a well-crafted analytical essay. Essay reveals: a) a mastery of grammar and mechanics; b) the coherent development of a well-organized argument; c) clarity of focus and method; d) textual support; e) intellectual engagement, resulting in a compelling analysis and synthesis of ideas.

5. Research skills Student demonstrates the range of skills required to conduct, interpret, and utilize research in his/her scholarship and writing: a) identifying and locating appropriate resources; b) recording, acknowledging, organizing, and documenting the pertinent findings from those sources within an original essay; c) engaging in a scholarly dialogue with the sources, when appropriate.

**Assessors:** Professor for class (content expert) plus two other professors from the English department.

**Sampling:** At least 25% of seniors graduating. OR all senior seminar participants.

**Scoring Method:** Proficiency scale: 1 = below proficiency; 2 = proficient; 3 = superior or above proficient. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

**Feedback Loop:** Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed course so that students demonstrate that they have reached proficiency before graduation.

# Creative Writing Outcomes Assessment

**Criteria:** Senior Writing Projects accompanied by *either* (a) a brief prose statement about the work and working principles that produced it or (b) an oral statement and examination of the working principles will be used to assess outcomes.

1. Technical proficiency in genre of specialization: Student demonstrates proficiency in techniques native to the genre in which the student has chosen to specialize and those techniques required by the project the student has devised.
2. Knowledge of genre, form, and style: Student demonstrates a practical, theoretical, and historical knowledge of the techniques native to the genre of specialization and is capable of discussing those techniques.
3. Execution and management of the creative process: Student is capable of creating a plan of work and executing that plan; student shows the ability to assess, revise, and innovate on the plan in the course of work; student shows the capacity for independent management of a project.

**Assessors:** Professor sponsoring the independent study (content expert) plus two other professors from the English department.

**Sampling:** At least 50% of seniors graduating.

**Scoring Method:** Proficiency scale: 1--below proficiency, 2 --proficient, and 3--exceptional, exemplary, excellent. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

**Feedback Loop:** Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed project so that students demonstrate that they have reached proficiency before graduation.

# Undergraduate Writing Major Outcome Assessment:

**Criteria:** Assesses final portfolios in ENGL 4991: Senior Seminar in Writing (the capstone course for English Writing Majors).

1. Knowledge of research in English Studies on contemporary academic, community, and/or workplace literacy practice Student demonstrates by engaging in scholarly dialogue with the sources and making informed, conscious decisions about his/her own writing tasks.

2. Form knowledge: Student demonstrates proficiency in common writing genres in contemporary academic, community, and/or workplace environments, demonstrated by producing work in more than one contemporary genre of academic, community, and/or workplace writing and following (or challenging in an informed way) the conventions of that genre.

3. Technical knowledge of English grammars (semantics, syntax, morphology, and phonology) demonstrated by grammatical and mechanical correctness.

4. Knowledge of technologies: Student demonstrates familiarity with various contemporary writing technologies, demonstrated by using digital elements in his/her final portfolio.

5. Rhetorical knowledge: Students demonstrates ability to assess the needs and demands of each writing situation and choosing the most appropriate response based on this assessment.

**Assessors:** Professor for class plus two other professors from the English department.

**Sampling:** At least 25% of seniors graduating. OR all seniors enrolled in the Senior Seminar in Writing.

**Scoring Method:** Proficiency Scale: In that course we will collect the students' writing portfolios, which include digital elements, and evaluate those portfolios on a 1, 2, 3 scale (1 = below proficiency; 2 = proficient; 3 = superior or above proficient.) for each criteria. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in the above criteria..

**Feedback Loop:** Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed course so that students demonstrate that they have reached proficiency before graduation.

## **MA in Applied Linguistics:**

**Criteria:** based on review of research and curriculum projects

1. Demonstrated ability to use the theoretical basis of second language instruction in curriculum, curriculum design and research project; a) Demonstrate your contributions to ESL research and pedagogy in relation to previously published research; b) Demonstrate good understanding of previously published research in designing one's own curriculum
2. Demonstrated ability to use a variety of effective ESL teaching techniques in research and curriculum projects. a) Adequately address teaching issues discussed in applied linguistics; b) demonstrate competent review of relevant published studies on classroom practices
3. Demonstrated ability to explain, in pedagogically relevant ways, the linguistic structures of the English language: a) Demonstrate knowledge of linguistic structures in curriculum and research projects; b) Demonstrate competent use of linguistic structures in lesson planning and curriculum design

**Assessors:** Applied linguistic professor/faculty advisor and two other English professors who are members of the graduate faculty.

**Sampling:** At least 50% of students taking the exam that semester.

**Scoring Method:** Proficiency scale: 1 = below proficiency; 2 = proficient; 3 = superior or above proficient. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

**Feedback Loop:** Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed course so that students demonstrate that they have reached proficiency before graduation.

## **MA in Literature**

**Criteria:** based on MA comprehensive exams—written and oral

### **Written Exam**

1. Mastery of genre, style, and form Student demonstrates mastery of expressive techniques and proficiency in applying the critical and theoretical concepts and methodologies required within literary studies in order to discuss and write about texts in an authoritative manner.
2. Historical knowledge of periods and comparative knowledge of authors and texts.
3. Analytical and interpretive skills (explication/close reading) Student demonstrates an ability to read with great attention to textual details, to analyze key motifs and meanings within a text, and to interpret those persuasively and insightfully.
4. Writing and Research skills: Mastery of the skills required to write a well-crafted essay including ability to conduct, interpret, and utilize research in his/her scholarship a) a mastery of grammar and mechanics; b) the coherent development of a well-organized argument; c) clarity of d) acknowledging and using from sources in e) engaging in a scholarly dialogue with the sources

### **Oral Exam**

1. Ability to speak demonstrating a mastery of genre, style, and form Student demonstrates mastery of expressive techniques and proficiency in applying the critical and theoretical concepts and methodologies required within literary studies in order to discuss and write about texts in an authoritative manner.
2. Ability to orally demonstrate historical knowledge of periods and comparative knowledge of authors and texts.
3. Demonstrate mastery of the English language and to engage in an analytical and insightful conversation on literature with direct reference to texts and sources.

**Assessors:** MA exam committee which is composed of three professors on the graduate faculty in English.

**Sampling:** At least 50% of students taking the exam that semester.

**Scoring Method:** Proficiency scale: 1 = below proficiency; 2 = proficient; 3 = superior or above proficient. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

**Feedback Loop:** Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed course so that students demonstrate that they have reached proficiency before graduation.

## **MA in Teaching of Writing**

**Criteria:** Review of MA projects and theses and teaching of composition.

### **For the master's project:**

1. Pedagogical skills and knowledge: a) demonstrate the ability to use classroom-based action research to investigate a problem in the teaching writing.
2. Rhetorical mastery and Research methodology: a) Student describes and develops a reliable and appropriate research methodology (e.g., research procedure, ways of gathering data, and ways of interpreting data; b) describes and develops a reliable and appropriate research methodology (e.g., research procedure, ways of gathering data, and ways of interpreting data.
3. Professionalism and Quality: a) suitability for publication in a professional journal, presentation at a professional conference, or another professional form of publication; b) describes the results of the project and offer an interpretation of the results that contributes to previously published research on the problem.
4. Teaching assessment: Review of last composition course taught including syllabus, teaching materials and student evaluations.

### **For the master's thesis:**

1. Pedagogical and Rhetorical knowledge: demonstrates the ability to use theories of rhetoric and language to investigate a problem in teaching writing that is integral to the field of composition studies.
2. Originality and Professionalism: demonstrates her/his contributions to rhetoric and composition research and pedagogy in relation to previously published research.
3. Theoretical and Research skills: follows academic research expectations by crafting a focused thesis statement, developing a well-organized, insightful argument, engaging in a scholarly dialogue with sources and adhering to academic and language conventions.
4. Teaching assessment: Review of last composition course taught including syllabus, teaching materials and student evaluations.

**Assessors:** Teaching of Writing professor/faculty advisor and two other English professors who are members of the graduate faculty.

**Sampling:** At least 50% of MA students graduating that semester.

**Scoring Method:** Proficiency scale: 1 = below proficiency; 2 = proficient; 3 = superior or above proficient. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

**Feedback Loop:** Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed projects/theses so that students demonstrate that they have reached proficiency before graduation.

## **Graduating Student Information**

Total number of literature majors:

Number of creative writing track students:

Number of film track students:

Total number of writing majors:

Number of professional writing concentration students:

Number of teaching of English as a second language concentration students:

Number of students graduating with online major:

Total number of M.A. Applied Language Students:

Total M.A. Literature:

Total M.A. Teaching of Writing:

Number completing project:

Number completing thesis:

## English Lit Major–Literature and Film Options

Identify ENGL track Lit or Film:

Number of graduating seniors:

Number of graduating seniors sampled:

Percentage of graduating seniors to be above 25%: all taking senior seminar, so closer to 95% of graduating seniors/yr

Course sampled (for Film all senior in Film Track):

Assessors: Professor teaching course(content expert) and two other English professors.

<b>Learning Outcomes</b>	Averages	<b>Individual Student Scores</b>		
		1	2	3 etc.
<p>1. <i>Technical knowledge of genre, style, and form:</i> Student demonstrates expressive techniques and proficiency in applying the critical and theoretical concepts and methodologies required within literary (or film) studies in order to discuss and write about texts in an authoritative manner.</p>				
<p>2. <i>Content knowledge of period, author/director, and text:</i> Student relates historical context and the stylistic period or movement (including other authors/directors and texts) in written/oral discourse.</p>				
<p>3. <i>Analytical and interpretive skills (explication/close reading):</i> Student includes textual details, analyzes key motifs and meanings within a text, and interprets them persuasively and insightfully.</p>				

<p>4. <i>Argumentative-interpretive essay-writing skills:</i> Students demonstrate the range of skills required to write a well-crafted analytical essay. Essay reveals: a) a mastery of grammar and mechanics; b) the coherent development of a well-organized argument; c) clarity of focus and method; d) textual support; e) intellectual engagement, resulting in a compelling analysis and synthesis of ideas.</p>				
<p>5. <i>Research skills:</i> Student demonstrates the range of skills required to conduct, interpret, and utilize research in his/her scholarship and writing: a) identifying and locating appropriate resources; b) recording, acknowledging, organizing, and documenting the pertinent findings from those sources within an original essay; c) engaging in a scholarly dialogue with the sources, when appropriate</p>				
<p>Comments: address what the deficiencies or the superior proficiencies are for each student.</p>				

**English Lit Major–Creative Writing Options**

Number of graduating seniors:

Number of graduating seniors sampled:

Percentage of graduating seniors to be above 50%:

Assessors: Professor sponsoring project and two other English professors.

Learning Outcomes	Average	1	2	3
1. <i>Technical proficiency in genre of specialization</i> : Student demonstrates proficiency in techniques native to the genre in which the student has chosen to specialize and those techniques required by the project the student has devised.				
2. <i>Knowledge of genre, form, and style</i> : Student includes a practical, theoretical, and historical demonstration of the techniques native to the genre of specialization; student discusses those techniques.				
3. <i>Execution and management of creative process</i> : Student creates a plan of work and executes that plan; student assess, revises, and elaborates innovatively on the plan in the course of work; student organizes independent management of a project.				
Comments: address what the deficiencies or the superior proficiencies are for each student.				

**Outcome Assessment of Writing Major**

Learning Outcomes	Ave	1	2	3
1. <i>Knowledge of research in English Studies on contemporary academic, community, and/or workplace literacy practice.</i> Student engages in scholarly dialogue with the sources and employs informed, conscious decisions about his/her own writing tasks.				
2. <i>Form knowledge:</i> Student proficiently employs common writing genres in contemporary academic, community, and/or workplace environments, produces work in more than one contemporary genre of academic, community, and/or workplace writing, and follows (or challenges in an informed way) the conventions of that genre				
3. <i>Technical knowledge:</i> Student correctly employs English grammars (semantics, syntax, morphology, and phonology)				
4. <i>Knowledge of technologies:</i> Student incorporates digital elements				
5. <i>Rhetorical knowledge:</i> Student assesses the needs and demands of each writing situation and chooses the most appropriate response based on this assessment.				
Comments				

### **Outcome Assessment of MA in Applied Linguistics**

Outcomes: based on review of research and curriculum projects

Number of graduating students:

Number of graduating students sampled:

Percentage of graduating seniors to be above 50%:

Assessors: Professor teaching course(content expert) and two other English professors.

Learning Outcomes	Average	Students		
		1	2	3
1) <i>Student employs the theoretical bases of second language instruction</i> a) Indicates contributions to ESL research and pedagogy in relation to previously published research. b) summarizes and interprets previously published research in designing curriculum				
2) <i>Demonstrated ability to use a variety of effective ESL teaching techniques:</i> a)Adequately assesses teaching issues discussed in applied linguistics b) competently reviews relevant published studies on classroom practices				
3) <i>Demonstrated ability to explain, in pedagogically relevant ways, the linguistic structures of the English language.</i> a) identifies and illustrates linguistic structures in curriculum and research projects b) Competently formulates linguistic structures in lesson planning and curriculum design				
Comments: address what the deficiencies or the superior proficiencies are for each student.				

### MA in Literature

Number of graduating students:

Number of graduating students sampled:

Percentage of graduating seniors to be above 50%:

Assessment tool” Comprehensive exams: Written and Oral

**Individual Student Scores**

<b>Learning Outcomes</b> Written Exam	Averages	1	2	3
<p>1. <i>Mastery of genre, style, and form</i> Student demonstrates mastery of expressive techniques and proficiently applies critical and theoretical concepts and methodologies required within literary studies in order to discuss and write about texts in an authoritative manner.</p>				
<p>2. <i>Historical knowledge of periods and comparative knowledge of authors and texts.</i> Students refer to historical contexts and compares different ones</p>				
<p>3. <i>Analytical and interpretive skills (explication/close reading)</i> Student discusses textual details, analyzes key motifs and meanings within a text, and interprets them persuasively and insightfully.</p>				
<p>4. <i>Writing and Research skills:</i> Mastery of the skills required to write a well-crafted essay including ability to conduct, interpret, and utilize research in his/her scholarship Student a) applies a mastery of grammar and mechanics; b) creates a coherent &amp; a well-organized argument; c) demonstrates clarity d)correctly acknowledges and deploys sources, &amp; e) engages in a scholarly dialogue with the sources</p>				

Comments: address what the deficiencies or the superior proficiencies are for each student.				
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**Individual Student Scores**

<b>Learning Outcomes</b> Oral Exam	Averages	1	2	3
1. Articulates a mastery of genre, style, and form: Student demonstrates mastery of expressive techniques and proficiency, applies the critical and theoretical concepts and methodologies required within literary studies in order to discuss and write about texts in an authoritative manner.				
2. Student refers to historical periods and genres, and compares authors and texts.				
3. Student engages in an analytical and insightful conversation and directly refers to texts and sources.				
Comments: address what the deficiencies or the superior proficiencies are for each student.				

**MA in Teaching of Writing**

**Learning Outcomes**

<b>Master's Project:</b>	<b>Ave</b>	<b>1</b>	<b>2</b>	<b>3</b>
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<p>1. <i>Pedagogical skills and knowledge:</i> a) applies classroom-based action research to investigate a problem in the teaching writing.</p>				
<p>2. <i>Rhetorical mastery and Research methodology:</i> a) Student describes and develops a reliable and appropriate research methodology b) describes and develops a reliable and appropriate research methodology</p>				
<p>3. <i>Professionalism and Quality:</i> a) student produces work suitable for publication in a professional journal, presentation at a professional conference, or another professional form of publication; b) student describes the results of the project and interprets the results and their contributions to previously published research on the problem.</p>				
<p>4. <i>Teaching assessment:</i> Review last composition course taught including syllabus, teaching materials and student evaluations; evaluates effectiveness based on internal and external outcome feedback.</p>				
<p>Comments</p>				

**Master's Thesis**

Ave

1

2

3

<p>1. <i>Pedagogical and Rhetorical knowledge</i>: incorporates theories of rhetoric and language to investigate a problem in teaching writing integral to the field of composition studies.</p>				
<p>2. <i>Originality and Professionalism</i>: indicates her/his contributions to rhetoric and composition research and pedagogy in relation to previously published research.</p>				
<p>3. <i>Theoretical and Research skills</i>: Student crafts a focused thesis statement, develops a well-organized, insightful argument, engages in a scholarly dialogue with sources and adheres to academic and language conventions.</p>				
<p>4. <i>Teaching assessment</i>: Review of last composition course taught including syllabus, teaching materials and student evaluations; evaluates effectiveness based on internal and external outcome feedback</p>				
<p>Comments</p>				