

English Department Course Assessment Plan Fall, 2015

The English department has been assessing its courses since 2009. In the fall of 2015 as a department we decided to revise our assessment plan and come up with a strategy we felt would be more tenable and offer more direct feedback about our student learning outcomes. This plan is our working draft.

The English department will assess its courses using the following plan:

1. Each composition course will follow an evaluation rubric, based on the Student Learning Outcomes.
2. The literature courses (300 and 400 level) courses will share a rubric, again based on the Student Learning Outcomes
3. The creative writing courses (200 – 400 level) have will share a rubric, again based on the Student Learning Outcomes
4. The faculty are divided into “working groups” to assess the courses assigned to each group. One group is responsible for each composition class, one group for the literature courses, and one group for the creative writing courses. These groups are regional with all three campuses participating.
5. Schedule: Each year at convocation the working groups will meet. One year the composition courses will be assessed, and the next year the literature and creative writing courses will be assessed.
6. Faculty will share a range of student papers (with names removed). We will bring a range of papers. Using the rubric, working groups will evaluate the student work and examine how it meets the student learning outcomes for each course. Groups will also share syllabi and discuss methods for meeting course outcomes.
7. Course changes, ideas, problems, and solutions will be discussed and noted. The working groups will be responsible for turning in a written report to the Directors of Composition. The Directors will collate the reports and distribute to the entire English faculty, ensuring that all faculty, including adjuncts, have access to the data, recommendations, and decisions of the working group.
8. Working Groups:
 - ENGL 092/110: Rod (chair), Ernestine
 - ENGL 111: Kevin (chair), Math, Will, Clare
 - ENGL 211: Sol (chair), Emily, Teague
 - ENGL 212: Carrie (chair), Emily
9. Attached please find the evaluation rubrics for each course/series of courses.

Developmental Writing Assessment Rubric (ENGL 092, 110)

1. Thesis statements are clearly stated (or implied).
2. Organizational schemes are for the most part clear and focused. The papers may demonstrate some minor breaks in focus or some looseness in structure.
3. Topic sentences and transitions are for the most part used effectively to introduce and link body paragraphs. There may be occasional problems with essay coherence but not enough to distract the reader significantly.
4. Examples, quotes, images, or other specific details are used as support for general ideas.
5. Language is for the most part precise and appropriate.
6. Sentence structure is for the most part economical and varied.
7. There are some minor errors in proofreading and editing. However, these errors do not significantly distract the reader.

ENGL 111 Assessment Rubric

The work of successful 111 students will generally demonstrate the following traits:

1. Papers should intervene in a meaningful conversation by offering a compelling thesis statement
2. This thesis statement should be supported by persuasive arguments that are based on quality evidence
3. Papers should be clearly organized and demonstrate sophisticated sentence-level clarity and effective transitions between ideas
4. Papers should be professionally presented
5. Papers should exhibit an awareness of a rhetorical situation (that is, they should be designed to persuade a specific audience)

ENGL 211 Assessment Rubric

The work of successful 211 students will generally demonstrate the following traits:

1. Papers will demonstrate quality research, drawing from a rich variety of sources including peer-review publications or other academic resources.
2. Papers will be well organized around a clearly articulated thesis statement, question, or concern.
3. Papers will demonstrate sophisticated sentence-level design that helps build clearly organized paragraphs.
4. Papers will exhibit an awareness of professional expectations by adopting the standards of the MLA style and formatting guide.
5. Papers will articulate meaningful engagement with the literature by demonstrating a compelling critical encounter with the work or exhibiting some original contribution to its broader discussions.

ENGL 212 Assessment Rubric

The work of successful 212 students will generally demonstrate the following traits:

1. Does the student demonstrate the ability to gather, synthesize and evaluate information?
2. Does the student demonstrate the ability to organize information based on specific rhetorical needs?
3. Does the student demonstrate the ability to develop numerous technical-based items including annotations, abstracts, title pages, table of contents, and recommendations?
4. Does the student demonstrate the ability to format clear, user-friendly documents utilizing basic technical writing devices including bulleting, hierarchical headings, and short, concise paragraphs and sentences?
5. Does the student demonstrate the ability to generate tables, charts and graphs specifically chosen to effectively showcase a variety of types of information?
6. Does the student demonstrate the ability to balance visual and verbal elements to maximize readability and comprehension?

Creative Writing Courses Assessment Rubric

The work of successful creative writing students will generally demonstrate the following traits:

1. Whether written in prose or in verse, writing exhibits a proficient grammar and mechanics. Creative deviations from Standard English are welcomed when intentional and done for effect.
2. The language—on the level of the word, sentence, and paragraph—reveals attention to detail with both precision and effective word economy.
3. The writing is rich with vivid detail in depicted objects, actions, and/or thoughts. Images or events are written in such a way that appeal to the reader and encourage identification with the experience.
4. The piece somehow reflects on a meaningful theme.
5. The writing generally avoids cliché, formulas, and hackneyed patterns.
6. Specific to Fiction/Non-Fiction Work:
 - The writing maintains appropriate use of a variety of modes (such as action, dialogue, description, thought, and exposition). The writing can also transition smoothly between modes.
 - The narrative is cohesive with an adequate balance between the beginning, middle, and end.
 - Characters are developed as unique individuals that can interact with the imagined environment in a provocative and meaningful way.
7. Specific to Poetry:
 - The writing demonstrates lack of abstractions and generalizations and uses images and/or figurative language to develop its theme
 - The poem is cohesive with a clear sense of direction and movement from beginning to end
 - The poem pays attention to form, rhythm or music, and/or syntax to create a poetic intention

Literature Courses Assessment Rubric

1. Does the student's work demonstrate ability to analyze literature and literary craft through a theoretical approach?
2. Does the student's work demonstrate familiarity with the terminology of literary studies?
3. Does the student's work demonstrate critical reading skills?
4. Does the student's work demonstrate knowledge of historical, gender, and multi-cultural perspectives?
5. Does the student's work exemplify research skills?
6. Does the student's work demonstrate an awareness of decolonization as an academic value?
7. To what extent and by what methods does the literature course fulfill its obligation to students by contributing to the periodical assessment of UAS competencies?
8. To what extent and by what methods does the literature course fulfill its obligation to students by offering material that decolonizes the academy?