#### **Learning Outcomes**

Students should be able to:

- 1. Demonstrate familiarity with and understanding of:
  - a. British, American, and related traditions of literary history
  - b. Major literary eras and works
  - c. Literary genres and their conventions
  - d. Literary terms and vocabulary
  - e. Major critical theories and interpretive methods
  - f. The means and ends of literary scholarship
- 2. Closely read literary texts, making effective use of the knowledge acquired under 1
- 3. Write clear and persuasive arguments, with appropriate use of literary evidence
- 4. Make effective use of oral communication and presentation techniques
- 5. Make effective use of works of literary criticism and scholarship in order to deepen the understanding of primary texts
  - a. Conduct research using secondary sources
  - b. Cite such sources correctly
- 6. Combine close reading, argumentative skills, and research in longer works of literary analysis

An Assessment Plan for the English Department, 2009-2019 (adopted 5/24/10)

The English Department adopted a set of Student Learning Outcomes in Spring 2008. It adopted a revised Major in Fall 2009. Our large goal for the coming assessment period is, therefore, to ensure that our Student Learning Outcomes are appropriately integrated with our new Major.

Our Assessment Plan needs two parts: i) a system for collection of evidence, and ii) a schedule for discussion and analysis of that evidence.

In order to collect evidence, we need to construct rubrics for each learning outcome and determine where we will assess for it. We should try, as far as possible, to use Comps and Senior Seminars as collection points.

Since the new Major is only on the books for rising juniors of the class of 2012, it makes sense that our immediate areas for analysis should be general rather than Major-specific, and that we should attempt, while assessing such areas, to ensure the proper integration of SLOs, rubrics, and the new major. Since we launch in Spring 2010 our first Senior Symposium, we start this year by examining SLO 4: oral presentation. We can return to this in Spring 2011, to assess the

immediate effect of any curricular changes we make. During the academic year 2010-11 a small subcommittee should work on revising the SLOs and assessment rubrics.

- i) Data Collection Points
  Comps, Senior Symposium, Senior Exit Interviews, Senior Survey
- *ii)* Data Collection 2009-10 SLO#s 3, 4
  - iii) Data Analysis

2009-10 SLO 4: Oral Presentation (Senior Symposium)

2010-11 SLO 4: a. Oral Presentation (Senior Symposium); b. Calibrate SLOs with New Major and Rubrics

2011-12 SLO 1. c: Genre (in the "Foundations" 100s and beyond)

2012 -13 SLO 1. a and b: Literary History (in the 200s and beyond)

2013-14 SLO 1. d, e, and f: Methods (in 295 and beyond)

2014-15 SLO 5: Use of criticism (in the 200s and beyond)

2015-16 SLO 6: Research (in the 300s)

2016-17 SLO 7: Longer papers (in 395)

2017-18 SLO 2: Close reading (100-400)

2018-19 SLO 3 Writing (400)

## Colloquium Evaluation Rubric

Focus	Domanstratas little to	Dans not clearly address	Addresses a literam	Cusassfully addresses a
	Demonstrates little to	Does not clearly address	Addresses a literary,	Successfully addresses a
(SLO 3)	no ability to address a	a manageable literary,	critical and/or	literary, critical and/or
	manageable literary,	critical and/or	theoretical question or	theoretical question or
	critical and/or	theoretical question or	problem	problem
	theoretical question or	problem		
	problem			
Thesis	Demonstrates little to	Does not clearly	Articulates a cogent	Articulates a cogent and
(SLO 3)	no ability to articulate	articulate a cogent	thesis in answer to this	insightful thesis in
	a cogent thesis in	thesis in answer to this	question or problem	answer to this question
	answer to this question	question or problem		or problem
	or problem			
Argument	Demonstrates little to	Does not fully develop	Develops this thesis into	Develops this thesis into
(SLO 3)	no ability to develop	this thesis into a	a coherent argument	a coherent and
	this thesis into a	coherent argument		illuminating argument
	coherent argument			
Evidence	Argument is based	Argument is based upon	Argument is based upon	Argument is based upon
(SLO 3)	upon insufficient	barely adequate	adequate evidence	exceptional evidence
	evidence	evidence		
Analysis	Demonstrates little to	Does not clearly show	Shows the pertinence of	Shows the pertinence of
(SLO 2)	no ability to show the	the pertinence of such	such evidence by	such evidence by
	pertinence of such	evidence by analysis,	analysis, close reading,	sophisticated analysis,
	evidence by analysis,	close reading, and/or	and/or careful	close reading, and/or
	close reading, and/or	careful exposition	exposition	careful exposition
	careful exposition			
Knowledge	Shows little to no	Shows an adequate	Shows a competent	Shows a sophisticated
(SLO 1, 5)	command of relevant	command of relevant	command of a broad	command of a broad
	literary, critical,	literary, critical,	range of relevant	range of relevant
	methodological and/or	methodological and/or	literary, critical,	literary, critical,
	theoretical concepts	theoretical concepts and	methodological and/or	methodological and/or
	and texts	texts	theoretical concepts and	theoretical concepts and
			texts	texts
Structure	Paper does not exhibit	Paper inconsistently	Paper consistently	Paper clearly exhibits an
(SLO 3)	an effective organizing	exhibits an effective	exhibits an effective	extremely effective
	structure	organizing structure	organizing structure	organizing structure
Writing	Is poorly written	Is acceptably written	Is clearly written	Is precisely and/or
(SLO 3)				eloquently written.
Editing	Is heavily encumbered	Is often marked by	Is largely free from	Is almost entirely free
(SLO 3)	by mechanical error	mechanical error	mechanical error	from mechanical error
	_ ·			11/15/10

### Creative Comps Evaluation Rubric

#### Creative Work

Vision	Displays little or no	Displays some insight or	Displays considerable	Displays exceptional
	insight, originality,	originality, and/or sense	insight or originality,	insight or originality,
	and/or sense of scope	of scope	and/or sense of scope	and/or sense of scope
Form	Work demonstrates	Work demonstrates	Work demonstrates	Work demonstrates
(SLO 1)	little to no command of	adequate command of	competence in handling	mastery of relevant
	relevant aesthetic	relevant aesthetic forms	relevant aesthetic forms	aesthetic forms
	forms			
Style	Writing is of poor	Writing is of acceptable	Writing is competent	Writing is of high quality
	quality and lacks	quality but may lack	but not exceptionally	and sophistication
	sophistication	sophistication	sophisticated	
Structure	Work does not exhibit	Work inconsistently	Work consistently	Work clearly exhibits
	(an) effective	exhibits (an) organizing	exhibits (an) organizing	(an) extremely effective
	structure(s)	structure(s)	structure(s)	structure(s)
Editing	Is heavily encumbered	Is often marked by	Is largely unencumbered	Is almost entirely
	by mechanical error	mechanical error	by mechanical error	unencumbered by
				mechanical error

#### Artist's Statement

Goal	Fails to clearly	Adequately articulates a	Clearly articulates a	Clearly articulates a
(SLO 1, 3)	articulate a viable goal	viable goal and rationale	viable goal and rationale	viable goal and
	and rationale for the	for the work	for the work	compelling rationale for
	work			the work
Knowledge	Shows little to no	Shows an adequate	Shows a competent	Shows a sophisticated
(SLO 1)	command of relevant	command of relevant	command of relevant	command of relevant
	aesthetic and critical	aesthetic and critical	aesthetic and critical	aesthetic and critical
	concepts, texts, and	concepts, texts, and	concepts, texts, and	concepts, texts, and
	contexts	contexts	contexts	contexts
Writing	Is poorly written	Is acceptably written	Is clearly written	Is precisely and/or
(SLO 3)				eloquently written
Editing	Is heavily encumbered	Is often marked by	Is largely unencumbered	Is almost entirely
(SLO 3)	by mechanical error	mechanical error	by mechanical error	unencumbered by
				mechanical error

11/15/10

# **Project Comps Evaluation Rubric**

# Project

Vision	Displays little or no	Displays some	Displays considerable	Displays exceptional
(SLO 1)	interdisciplinary	interdisciplinary insight	interdisciplinary insight	interdisciplinary insight
	insight, originality,	or originality, and/or	or originality, and/or	or originality, and/or
	and/or sense of scope	sense of scope	sense of scope	sense of scope
Practice	Interdisciplinary vision	Interdisciplinary vision is	Interdisciplinary vision is	Interdisciplinary vision is
(SLO 1)	is inadequately realized	adequately realized	very effectively realized	expertly realized within
	within a medium	within a medium	within a medium	a medium
Form	Work demonstrates	Work demonstrates	Work demonstrates	Work demonstrates
(SLO 1)	little to no command of	adequate command of	competence in handling	mastery of relevant
	relevant aesthetic	relevant aesthetic forms	relevant aesthetic forms	aesthetic forms
	forms			
Style	Work is of poor quality	Work is of acceptable	Work is competent but	Work is of high quality
	and lacks sophistication	quality but may lack	not exceptionally	and sophistication
		sophistication	sophisticated	
Structure	Work does not exhibit	Work inconsistently	Work consistently	Work clearly exhibits
	(an) effective	exhibits (an) effective	exhibits (an) effective	(an) extremely effective
	structure(s)	structure(s)	structure(s)	structure(s)
Editing	Is heavily encumbered	Is often marked by	Is largely unencumbered	Is almost entirely
(where	by mechanical error	mechanical error	by mechanical error	unencumbered by
appropriate)				mechanical error

## Interpretive Essay

Goal	Fails to clearly	Adequately articulates a	Clearly articulates a	Clearly articulates a
(SLO 1, 3)	articulate a viable goal	goal and rationale for	viable goal and rationale	viable goal and
	and rationale for the	the work	for the work	compelling rationale for
	work			the work
Knowledge	Shows little to no	Shows an adequate	Shows a competent	Shows a sophisticated
(SLO 1)	command of relevant	command of relevant	command of relevant	command of relevant
	aesthetic and critical	aesthetic and critical	aesthetic and critical	aesthetic and critical
	concepts, texts, and	concepts, texts, and	concepts, texts, and	concepts, texts, and
	contexts	contexts	contexts	contexts
Structure	Fails to exhibit an	Inconsistently exhibits	Consistently exhibits an	Work clearly exhibits an
(SLO 3)	effective organizing	an effective organizing	effective organizing	extremely effective
	structure	structures	structure	organizing structure
Writing	Is poorly written	Is acceptably written	Is clearly written	Is precisely and/or
(SLO 3)				eloquently written
Editing	Is heavily encumbered	Is often marked by	Is largely free from	Is almost entirely free
(SLO 3)	by mechanical error	mechanical error	mechanical error	from mechanical error

### Research Essay Evaluation Rubric

Focus	Demonstrates little to	Does not clearly define a	Defines a manageable	Defines a significant but
(SLO 3, 7)	no ability to define a	manageable literary,	literary, critical and/or	manageable literary,
	manageable literary,	critical and/or theoretical	theoretical question or	critical and/or theoretical
	critical and/or	question or problem	problem	question or problem
ļ	theoretical question			
ļ	or problem			
Thesis	Demonstrates little to	Does not clearly	Articulates a cogent	Articulates a cogent and
(SLO 3, 7)	no ability to articulate	articulate a cogent thesis	thesis in answer to this	insightful thesis in answer
	a cogent thesis in	in answer to this question	question or problem	to this question or
	answer to this	or problem		problem
	question or problem			
Argument	Demonstrates little to	Does not fully develop	Develops this thesis into	Develops this thesis into
(SLO 3, 7)	no ability to develop	this thesis into a coherent	a coherent argument	a coherent and
	this thesis into a	argument		illuminating argument
	coherent argument			
Evidence	Argument is based	Argument is based upon	Argument is based upon	Argument is based upon
(SLO 3, 6, 7)	upon insufficient	barely adequate evidence	adequate evidence	exceptional evidence
	evidence drawn from	drawn from appropriate	drawn from appropriate	drawn from appropriate
	appropriate sources	sources	sources	sources
Analysis	Demonstrates little to	Does not clearly show the	Shows the pertinence of	Shows the pertinence of
(SLO 2, 7)	no ability to show the	pertinence of such	such evidence by	such evidence by
	pertinence of such	evidence by analysis,	analysis, close reading,	sophisticated analysis,
	evidence by analysis,	close reading, and/or	and/or careful exposition	close reading, and/or
	close reading, and/or	careful exposition		careful exposition
	careful exposition			
Knowledge	Shows little to no	Shows an adequate	Shows a competent	Shows a sophisticated
(SLO 1, 5)	command of relevant	command of relevant	command of relevant	command of relevant
	literary, critical,	literary, critical,	literary, critical,	literary, critical,
	methodological	methodological and/or	methodological and/or	methodological and/or
	and/or theoretical	theoretical concepts	theoretical concepts	theoretical concepts
	concepts			
Context	Demonstrates little to	Does not clearly or	Locates its argument in	Economically and
(SLO 1, 7)	no ability to locate its	consistently locate its	relevant literary, critical,	insightfully locates its
	argument in relevant	argument in relevant	and/or theoretical	argument in relevant
	literary, critical,	literary, critical, and/or	contexts	literary, critical, and/or
	and/or theoretical	theoretical contexts		theoretical contexts
Charact	contexts	December 11	D	December 1 1999
Structure	Paper does not exhibit	Paper inconsistently	Paper consistently	Paper clearly exhibits an
(SLO 3, 7)	an effective organizing	exhibits an effective	exhibits an effective	extremely effective
	structure	organizing structure	organizing structure	organizing structure
Writing	Is poorly written	Is acceptably written	Is clearly written	Is precisely and/or
(SLO 3, 7)				eloquently written.
Editing	Is heavily encumbered	Is often marked by	Is largely free from	Is almost entirely free
(SLO 3, 7)	by mechanical error	mechanical error	mechanical error	from mechanical error