



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019

ENGL 2335 – American Literature
Beginning to 1865



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

Read, Analyze, and Interpret Literary Works Students will read, analyze, and interpret works by representative British writers.

Techniques, Methods, and Ideas Students will identify various literary techniques, methods, and ideas.

Culture and Society Students will illustrate how literature reflects culture and society.

Interpretive Paper Students will write at least one interpretive paper.

2. Which CLOs were addressed for this academic year? (2018-2019)

For 2018-2019, we focused on the Content and Development Area for the Interpretive Paper. All of the CLOs were addressed and assessed in American Literature; however, only CLOs **2 Techniques, Methods, and Ideas** and **4 Interpretive Paper** were reported for the 2018-2019 academic year.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

For the 2019-2020 academic year, we are beginning a new assessment cycle. All CLOs will be addressed during the new assessment plan for 2019-2020. We will assess all CLOs during the 2019-2020 academic year, but we will only report on CLOs **2 Techniques, Methods, and Ideas** and **4 Interpretive Paper**.

4. Explain the assessment cycle.

Spring 2019 ends a three-year assessment cycle. We start a new three-year cycle for 2019-2020. We are considering plans on how we are going to report CLOs 1 and 3 at a later point in this assessment cycle.

5. What are the assessment methods? Are they direct or indirect?

Student in ENGL 2335 are assessed using the course and learning outcomes below.

The student will:

1. Read, analyze, and interpret works by representative American writers.
2. Identify various literary techniques, methods, and ideas.
3. Illustrate how literature reflects culture and society.

4. Write at least one interpretive paper.

Students will study a minimum of four works. Each of the following three periods must be covered—including a minimum of three genres overall and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) literature to 1620; 2) early American literature, 1620-1820; and 3) American literature, 1820-1865. The class will require students to read and discuss primary and secondary sources critically, with an awareness of cultural and historical significance. Students will write a minimum of 10 pages total in analytical assignments that will be divided between a number of shorter writing assignments and at least one longer literary analysis essay that will incorporate multiple critical sources and discuss historical and cultural connections. Students will demonstrate good scholarship by using the conventions of MLA style and documentation. Midterm/final/unit tests will cover content of selected readings, general factual knowledge of history and culture for each period, and some interpretation of excerpts from the readings.

Students prepared 4-6 page literary analyses/research papers that articulated thesis statements, used supporting examples from primary and secondary sources to generate critical, well-organized, clearly written arguments through the use of those sources, and demonstrated a mastery of both MLA formatting, citation and documentation, and Standard American English in the construction of the piece.

6. What are the assessment goal(s)?

The goal for this assessment is for 70% of the students to demonstrate adequate or higher proficiency in the Content and Development area on their literary analyses papers.

A standard rubric will be used to assess demonstration of literary analysis (Content and Development) in the paper according to the following levels of proficiency - Superior, Strong, Adequate, Weak, or No Proficiency.

7. What were the findings for this academic year? (2018-2019)

During the Fall 2018 semester, 13/13 students evaluated in the Content and Development area of the literary analysis paper scored adequate or higher. American Literature was offered online only for Fall 2018, so all 13 of these students were online students.

During the Spring 2019 semester, 88.9% of students evaluated in the Content and Development area of the literary analysis paper scored adequate or higher. 8 out of the 8 students assessed in a traditional class scored adequate or higher while 8 out of 10 students assessed in an online class scored adequate or higher.

8. What is your analysis of the findings?

In ENGL 2335, American Literature to 1865, the majority of students in American Lit demonstrated at least adequate proficiency in the Content and Development area on the final literary analysis paper. We recommend that literature instructors continue to review topics related to critical thinking and analysis and give assignments that may help students to develop critical thinking skills on the final paper.

In addition, we recommend that literature instructors use Milestones for samples of model literary analysis papers to help students write their papers. Literature instructors should also direct students to the Collaboration Center for help on their literature papers, which should also help improve the quality and consistency across the department.

Since online students showed a slightly lower rate of proficiency for this skill, we recommend that the editor of Milestones works to make the model literary analysis essays from Milestones more easily available for online students. We also recommend that online literature instructors utilize online tutors and embedded librarians to assist literature students more on their final paper assignments.

9. What is the action plan for the next academic year? (2019-2020) Explain.

Just like in previous years, all CLOs will continue to be assessed through a variety of assignments during the 2019-2020 academic year. The literary analyses/ research papers will continue to be the primary assessment method used for reporting. The assessment plan will, however, change to allow for a more precise assessment of analytical skills (associated with CLO 4) and knowledge of cultural and literary context and connections (associated with CLO 2). Previously, the rubric measured the two skills together as one criterion (Content and Development). However, the rubric will change in the fall to allow the instructor to assess these two skills separately, allowing for a more accurate assessment of analytical skills as well as the assessment of another key skill.

Furthermore, the final paper assignment has been revised to focus on these two skills, and these two skills will be reinforced throughout the semester through more frequent low-stakes writing assignments and rubrics used to assess these assignments.

In addition, all English instructors will hold one-on-one writing conferences with students shortly after the first major assignment is submitted and shortly before the final assignment is to be submitted. Instructors will complete early alert forms for those students who are in danger of following below passing in the class due to low grades or a high number of absences.

Finally, *Milestones*, UA-PTC's journal of outstanding academic writing, has been expanded to include a greater variety of genres in order to maximize use as a teaching and learning tool throughout the semester in all ENGL courses, and the editor of *Milestones* is working to offer the journal online. The model essays provided in *Milestones* directly support the English Course Learning Outcomes for ENGL 2335.

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