University of Arkansas Pulaski Tech

Assessment Report:
2018-2019
ENGL 2337 – World Literature
Beginning to 1650

Course-Level Learning Outcomes

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

The student will:

1. Understand significant literary and cultural developments in world civilizations.
2. Understand the interaction of various literary and cultural traditions.
3. Achieve familiarity with enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.
4. Complete a significant analytical writing component.

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

All of the CLOs were addressed and assessed; however, only CLO 4 the analytical writing component was reported for the 2018-2019 academic year.

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

The department will implement a new assessment plan in Fall 2019, which includes a new rubric and standard assignment. This new plan will more effectively measure literary analysis and knowledge of literary context so that we may be able to gather data on these skills more efficiently.

4. Explain the assessment cycle.

The 2019-2020 academic year is the first year of a three-year cycle using the newly developed rubric for the literary analysis. Over the next two years, new methods will be developed to more explicitly measure the other two outcomes.

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

Students will study a minimum of four works. Each of the following three periods must be covered—including at least one non-Western literature selection, a minimum of three genres overall, and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) beginnings to A. D. 100; 2) 100 to 1500 A.D.; and 3) 1500 to 1650. 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.

As a primary capstone assessment, students prepared a 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. The paper is a direct assessment method. A standard rubric was 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.

6. What are the assessment goal(s)?

The goal is for this assessment is for 70% of students to demonstrate adequate or higher proficiency in both categories of measurement (Content and Development). 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)

Spring 2019: In ENGL 2337, World Literature to 1650, 98% of traditional students scored adequate or above in the Content and Development area of the literary analysis paper used for assessment, and 79% of the students taking this course online scored adequate or above in the same area. Overall, 88.5% of students scored adequate or above in the Content and Development area of the literary analysis essay.

Fall 2018: In ENGL 2337, World Literature to 1650, 86% of traditional students and 84% of online students scored proficient or higher on the Content and Development portion of the final assessment.

8. What is your analysis of the findings?

Spring 2019: For ENGL 2337 the results are successful in all classes offered, yet traditional classes report higher levels of adequacy than online courses.

Fall 2018: For ENGL 2337 there is not a significant difference between the traditional and online students who scored proficient or higher on the measured portion of the final assessment. This discrepancy was much greater in the 2017-18 academic year when all

the categories of measurement for the final paper were compared the traditional students scored 85% proficient or higher while the online students scored 74%. Should this stay in because it's not an equal comparison?

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. However, the new rubric will be implemented.

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.

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.

The department should continue to participate in norming workshops to improve the consistency of grading across the department, and workshops should be held with part-time instructors to also ensure consistency with them.

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.

Since online students showed a slightly lower rate of proficiency for this skill, we recommend that instructor utilize online tutors and embedded librarians to assist literature students more on their final paper assignments.

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. The model essays provided in *Milestones* directly support the English Course Learning Outcomes for ENGL 2337.